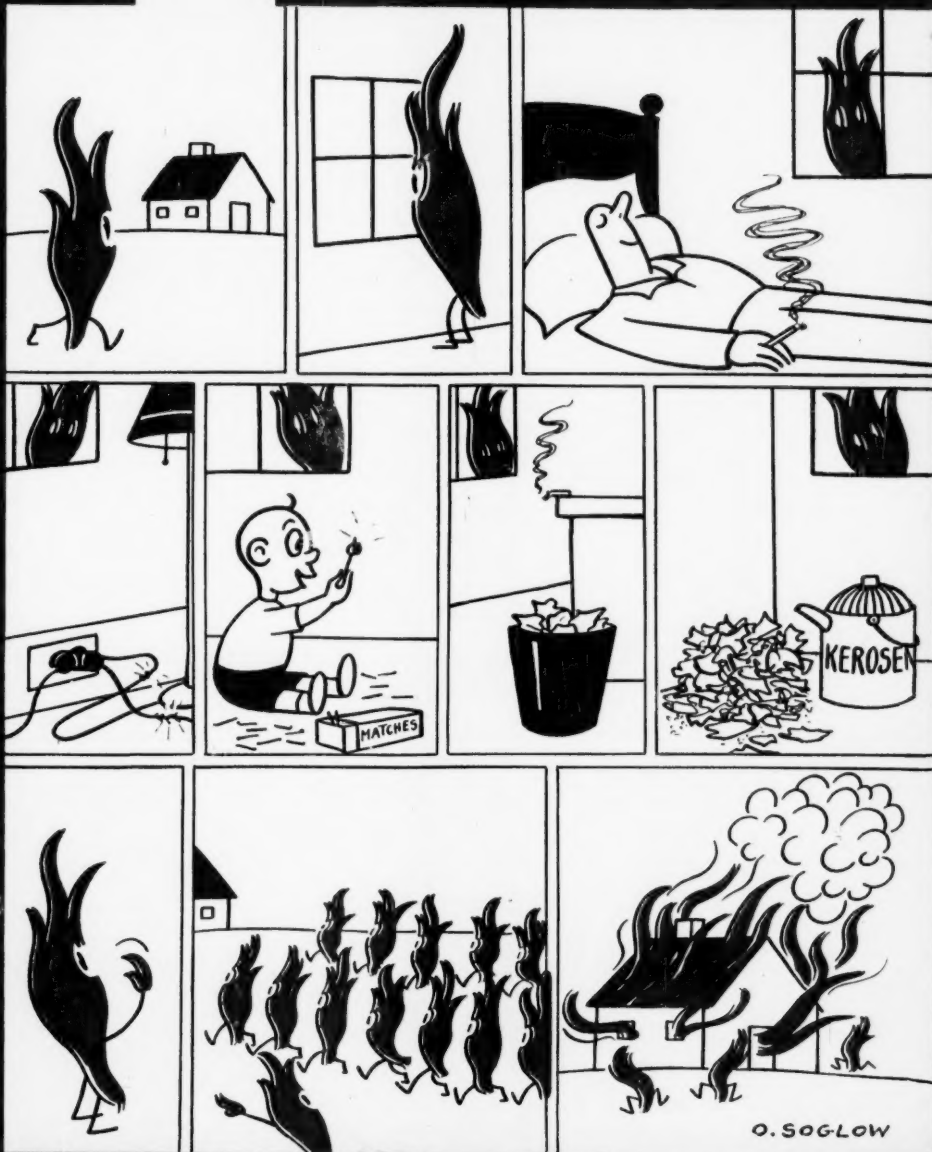


S A F E T Y

E

Two Sections - Section One



O. SOGLOW

The **NATIONAL SAFETY COUNCIL**, the heart of the safety movement in America, collects and distributes information about accidents and methods for their prevention. Organized on a nonprofit basis, the Council promotes safety in industry, traffic, school, home and on the farm.

SAFETY EDUCATION is the official publication of the School and College Division of the Council.

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SAFETY

Volume
XXXII
No. 1
Section
One

E^{Education}

• • A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

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Over my shoulder

Last month a former dean of the school of education of New York University—now president of the National Safety Council—paid tribute on this page to the many organizations and individuals who voluntarily cooperate with us in the safety movement. One such instance of cooperation is the cover of this issue of SAFETY EDUCATION. It was drawn by one of my favorite cartoonists and is reproduced here by permission of THE NEW YORKER MAGAZINE.

Another instance of the cooperation might have been seen on the cover of the September 6 issue of THE SATURDAY EVENING POST where Artist Hughes used the safety patrol as a theme. In the same issue of the same magazine is Stanley Frank's article "They Hunt the Train Wreckers" which deals largely with child safety. These mentions are not intended to be all-inclusive, just indicative.

I don't know whether anecdotes illustrate principles or principles illustrate anecdotes. Here is one. I was teaching a class, which for lack of a better title, was called Remedial Arithmetic. In it were some 45 persons ranging from eighth graders to twelfth graders. They had perhaps two things in common—a supreme indifference to all things arithmetical and an ability to irritate teachers. Because I never was convinced of my own infallibility in putting down grades and because these particular grades would never appear on a transcript to some college, my superintendent allowed me to experiment.

About a week before the end of the first marking period I told the class that they would determine their own marks! I gave them some criteria but emphasized that the marks were their own responsibility.

There was one boy in the class who had, in my estimation, accomplished nothing during

the six weeks. He graded himself "A." He gave me no explanation, just his signature and the mark—"A." There was only one thing I could do, transmit the "A." I had said their marks were their responsibility. Then his mark was his responsibility.

It appeared on his card—one lone "A" amid a group of "D's" and "F's."

About a week later he brought his card to me. He had not yet taken it home for his parent's signature.

"Mr. Taylor," he asked, "can I change my mark?"

I can, with no difficulty at all, recall other instances which tend to convince me that people try to live up to your expectations of them.

All of the above is said in reference to the Governor's Teen-age Traffic Safety Conference held recently in Colorado. The story is told, under the title MURDER BY MOTOR, by grace of Paul F. Hill who collected the material and read the proofs of the story.

The quality of the education which we give our children cannot be divorced from the physical features of the classroom. Mark Hopkins, maybe, could sit on one end of a log and his pupil on the other and produce a thoughtful democrat. He didn't have forty or more pupils on the other end of the log. One-fifth of the pupils attending schools in seventeen states do not even have a fire-safe building to go to.

All of us here who have read Idabelle Stevens DeBlois reminiscences, I WELL REMEMBER, have been charmed with her accounts of the personalities who first assaulted the problems of child safety. We hope you, too, will feel a stirring in the cockles of your heart.

Charles W. Taylor

One-fifth of Pupils In Unsafe Schools

A SIGNIFICANT FRACTION OF THE NATION'S school buildings are unsafe when measured by fire resistive standards, are obsolete when measured by age and educational standards, and are overcrowded with pupils. These findings are made in the First Progress Report of the School Facilities Survey being conducted by the United States Office of Education under the direction of the Eighty-first Congress.

Almost seventy percent of the school buildings in the seventeen states which have completed the study on fire resistiveness are combustible. More than six million pupils are enrolled in these schools.

"It is not implied," the report states, "that all school buildings should be fire resistive; however, it is recognized that fire resistive buildings are . . . less hazardous to children than are combustible buildings."

The School Facilities Survey is the first comprehensive attempt to arrive at a satisfactory agreement on the number and kinds of public elementary and secondary school facilities now available in the nation and to reach an acceptable estimate of the needs.

The responsible school authorities of forty-five states are participating in the survey. "States," in this connection, would include the District of Columbia, Alaska, Hawaii, Puerto Rico and the Virgin Islands. Actual responsibility for conducting the survey in a particular state rests with the state's own educational agency. The school housing section of the federal Office of Education has the responsibility of coordinating and summarizing the findings of the individual states.

At the time the First Progress Report was published forty-five states had made some degree of progress in their inventory of existing school facilities; eight were not yet participating. Seventeen states had completed that part of the inventory covering fire resistiveness.

School buildings are classified as to type of construction, being

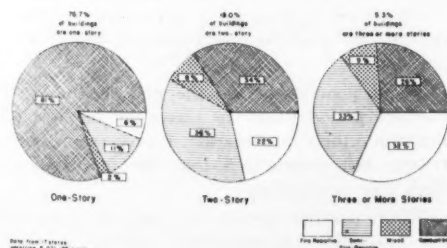
- Fire resistive
- Semi-fire resistive

This includes buildings with fire resistive masonry walls and fire resistive walkways throughout the building.

- Mixed
- Combustible.

In the first category are 9.98 percent of the buildings in the seventeen states. In the second

PERCENT OF COMBUSTIBLE AND FIRE RESISTIVE BUILDINGS



category are 16.70 percent of the buildings; in the third, 3.65 percent. In the "combustible" category are 69.67 percent.

When the buildings are cross-classified as being a one story, two story, and three or more story structure, it is found that 81.03 percent of the one story buildings are combustible; 34.06 percent of the two story buildings and 26.16 percent of the three or more story buildings are combustible.

In the survey the buildings are re-classified as being

- Acceptable as to fire safety

One story buildings coming within this classification may be constructed of any type of suitable materials provided adequate exit facilities are available and provided that "hot spots" like furnace rooms are sufficiently isolated.

Two story buildings provide acceptable pupil protection if they have fire resistive outside walls, corridors, and stairs, and have adequate exit facilities.

Buildings of three or more stories to be classified as acceptable should be fire resistive throughout except that wood may be used for floor coverings and trim.

- Possibly acceptable as to fire safety

In this category were placed the two story buildings previously classified as semi-fire resistive and mixed.

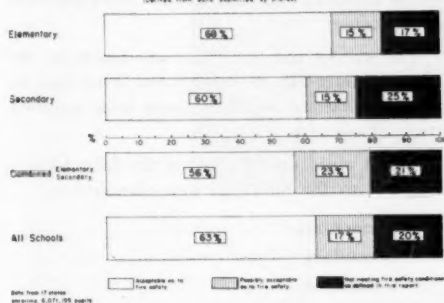
- Not acceptable as to fire safety

In this category were placed all two story buildings previously classified as combustible and all three or more story buildings not previously classified as fire resistive.

Under this system of classification it was found that sixty-eight percent of the elementary

school pupils in the seventeen states were enrolled in buildings acceptable as to fire safety; sixty percent of the secondary pupils were enrolled in fire safe buildings. Fifteen percent each of the elementary and secondary school pupils were enrolled in buildings possibly acceptable as to fire safety.

PERCENT OF PUPILS HOUSED IN BUILDINGS RATED ACCORDING TO FIRE SAFETY
(Derived from data submitted by States)



SEVENTEEN PERCENT OF THE elementary school pupils and twenty-five percent of the secondary school pupils, who in sum accounted for twenty-one percent of the six million enrolled pupils, were enrolled in buildings not meeting the fire safety conditions as outlined in the report.

Two other factors which possibly affect the safety of pupils are included in the First Progress Report:

- The age of the buildings inventoried
- The number of pupils enrolled per classroom.

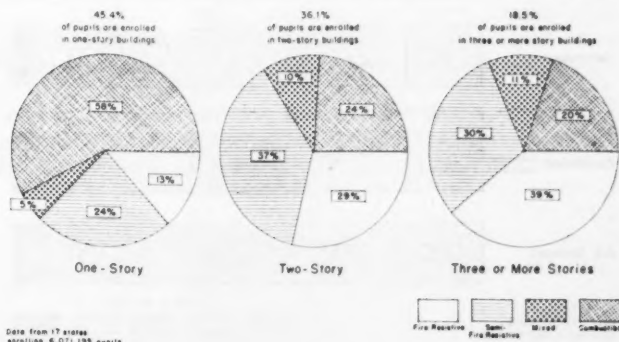
Twenty-five states enrolling eleven and a quarter million pupils had completed the survey of existing facilities classified as to age.

Twenty-seven percent of the eleven and a

PERCENT OF PUPILS HOUSED IN COMBUSTIBLE AND FIRE RESISTIVE BUILDINGS

FEDERAL SECURITY AGENCY
OFFICE OF EDUCATION
SCHOOL HOUSING SECTION

Fifty-eight percent of the pupils attending school in one story buildings in the states covered by this survey are housed in combustible structures, only thirteen percent attend in fire resistive schools. All charts are taken from the First Progress Report of the School Facilities Survey.



quarter million pupils were enrolled in buildings more than thirty years old. Seven percent of the pupils were enrolled in buildings more than fifty years old.

The age of a school building, the report points out, is not the only factor to be considered in judging its obsolescence. However, a school building that is more than thirty years old is probably reaching a state of educational obsolescence.

The survey indicates that one-fourth of the school children in the twenty-five states may be handicapped by program restrictions resulting from obsolescence.

In this obsolescence study of the School Facilities Survey the buildings were classified as

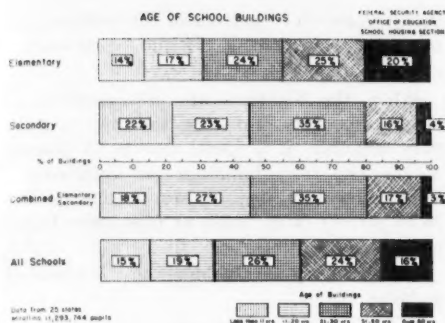
- Elementary
- Secondary
- Combined.

Twenty percent of the elementary school pupils and sixteen percent of each the secondary school and combined school pupils are enrolled in buildings less than eleven years old.

Nineteen percent of the elementary school pupils, twenty-one percent of the secondary school pupils, and twenty-seven percent of the pupils in combined buildings are enrolled in structures from eleven to twenty years old.

THE LARGEST GROUP OF PUPILS are enrolled in buildings which are between twenty-one and thirty years old; elementary twenty-nine percent, secondary forty percent, combined thirty-eight percent.

Many states have recommended limiting class sizes, some states have established the



maximum acceptable enrollment at thirty pupils.

Buildings were rated by the state agencies as being satisfactory, fair, or unsatisfactory on such features as location, educational adequacy, structural stability, essential life and health protective features, fire safety and other pertinent factors. Forty percent of the buildings were reported by the twenty-five state authorities as being unsatisfactory. The classroom load was considered only for those structures which had been rated satisfactory or fair by the state authorities.

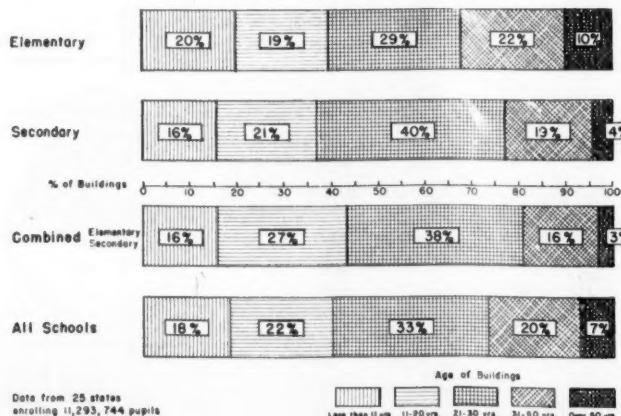
Forty-three percent of the eleven and a quarter million pupils enrolled in schools in the twenty-five states which have completed this phase of the inventory are enrolled where the classroom load exceeds thirty pupils.

Three percent of the pupils are enrolled where the classroom load exceeds fifty pupils.

The percentages do not take into account the extent of the overcrowding in unsatisfactory plants and in rented or other makeshift quarters.

to page 30

PERCENT OF PUPILS HOUSED IN SCHOOL BUILDINGS OF VARIOUS AGES



More than one-fourth of the pupils attending school in the states covered by this phase of the survey are housed in structures more than thirty years old.

Incentives Reduce Losses from Fire

by MARIE E. TRAUFLER

A FIRE PREVENTION PROGRAM which offers the pupils of the Minneapolis elementary public schools numerous incentives for participation has been credited with being a major factor in a \$50,000 annual reduction in the fire losses of the city.

Two years ago the Minneapolis fire department in cooperation with the safety education office of the school system formulated a year-around program in fire safety. Fire Chief Reynold C. Malmquist assigned six inspectors from the city's fire prevention bureau to start the program.

The school's safety committee decided that the fifth grade was the level which would be particularly responsive and interested in the subject. A great deal of previous satisfactory experience had already been found in a program of traffic safety where the Minneapolis police department has assigned four police officers, working under the supervision of the school safety office, to stimulating the school patrol.

The fire prevention program adopts many of the technics of the traffic accident prevention program and adds a few innovations.

Early in the fall one of the inspectors visits each participating school and speaks on home fire hazards and shows an interesting movie on home fire prevention. He leaves true and false quiz sheets, question and answer booklets on home fire prevention, house fire hazard check sheets and cards of membership in the Minneapolis Junior Fire department.

The pupils earn membership in the junior fire department by studying the booklets and then making a grade of seventy-five or more on the quiz. This is just the beginning of the program, however.

After they have become members of the Safety Education for October, 1952



junior fire department they have an opportunity to earn the rank of inspector.

Each member of the junior fire department is given a "hazard correction card." This card records a fire hazard which had existed in the pupil's home and which the pupil's parent certifies has been destroyed.

Some of the fire hazards which were corrected last year are:

Improper burning of trash, 245 corrections.

Improper handling of oily rags, 270 corrections.

Improper handling of flammable liquids, 170 corrections.

Faulty wiring, 1,195 corrections.

Combustibles near heaters, 615 corrections.

Improper handling of combustible rubbish, 1,134 corrections.

Each pupil who reports the correction of five fire hazards is advanced to the rank of inspector and receives an attractive badge which he may wear at all times.

Throughout the school year the children study fire prevention and work on various projects in the area. They make posters, write themes, plan and hold school assemblies, address other classes in the school and act as leaders for the groups which spread information on fire prevention.

On the basis of their achievements in these areas two teams of a boy and a girl each are selected as fire captains and fire lieutenants for the room. From these captains and lieutenants the sponsoring teacher in each school names a school fire chief. The hierarchy ascends through district captains, deputy chiefs and a boy and a girl chief for the city.

The presentation of the chiefs' and deputies' badges is made an occasion in which Chief



Chart and posters made by Junior Firemen at Lowry school.

Malmquist and the school officials participate.

The cost of the program is borne by the Minneapolis Savings and Loan Association. The association entertains each member of the junior fire department at the presentation ceremony.

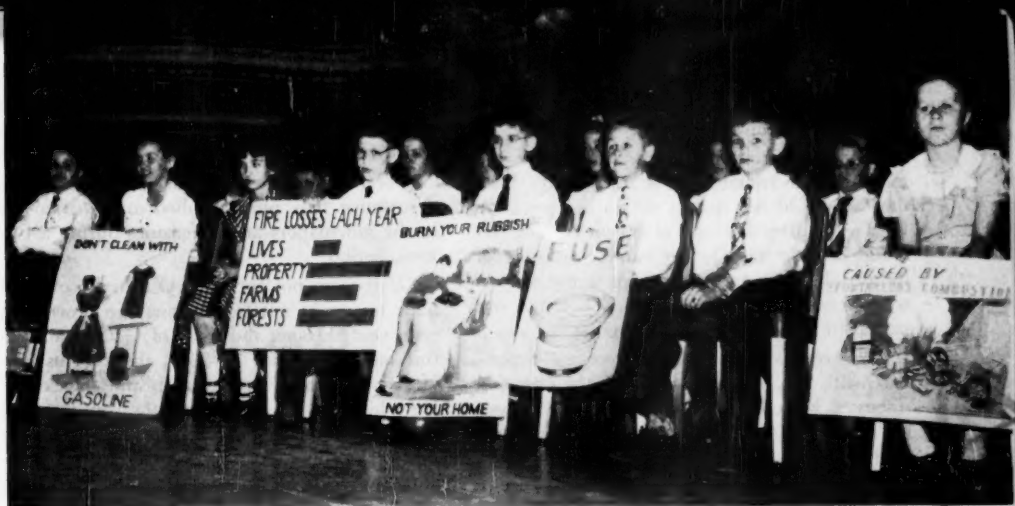
In addition, the association has purchased two automobiles which have been outfitted out as demonstration units which carry fire prevention equipment to the participating schools.

The Department is accomplishing an important aim in education by safeguarding life and protecting property through knowledge and understanding of fire prevention. The program has been most successful. I sincerely hope that all sponsors will continue this fine program and expand it in the years ahead."

MARIE E. TRAUFLER is consultant in safety education and field trips for the Minneapolis public schools.

At Northrop school the Junior firemen visit the fire prevention demonstration truck.





An Integrated Unit on Fire

by DOROTHY TARABA

"WE ARE THE CHILDREN of the sixth grade of the Budlong school in Chicago. Recently we have been studying fire safety rules and regulations. By now we know very well that this topic is one of the most important subjects in school."

This is the way Ronald Backman, moderator, introduced twenty children who participated in a fire safety program which culminated weeks of integrated work involving English, art, science, drama, speaking, arithmetic, map reading, history and about every other subject in a sixth grade curriculum. That the program was being given before members attending the convention of the National Association of Insurance Agents in Chicago may have been very important to the children. It was only incidental to their learnings.

I could tell you the details of the origin and progress of this example of an integrated program on fire safety. Ronald Backman devoted a great deal of thought and time in preparing his speech. I shall let him tell you and I shall interrupt as infrequently as possible.

Ronald continues:

"When an accident or carelessness leads to

fire, we frequently have only one chance to do the right thing. Therefore, we wish to tell you some of the ways we found to prevent such a disastrous situation.

"Our interest in fire safety was first aroused by a story in our reader about the life and activities of a fireman from a big-city fire department. We read many other stories on safety and discussed them, adding our own experiences to show how much everyone is concerned with safety every day of his life.

"In science we studied how fires begin and what makes them grow. Oxygen feeds a fire and wind spreads it. Water and carbon dioxide put it out."

Perhaps Ronald should have been told that technically he is incorrect. Perhaps the technical facts are beyond his present ability to understand. It is true that in the presence of

DOROTHY TARABA is an elementary grade teacher in the Chicago public schools. She was one of the educational consultants for the film, *Tony Learns About Fire*, which was produced by the National Board of Fire Underwriters in cooperation with the National Commission on Safety Education of the NEA.

sufficient quantities of water or carbon dioxide fires are extinguished.

"It was interesting to learn that fire is just as much our friend as it is our enemy. Each day we would not live as we do if it were not for the constructive uses of fire in cooking our food, heating our homes, and thousands of industrial uses. As long as fire is our servant we are safe, but as soon as it becomes our master, it is destructive and merciless.

"We wrote stories about our personal experience with fire. We read them to the class and discussed what was done and what might possibly have been done differently.

"One day we hired a bus to take us on a trip to the Underwriters' Laboratories. There we saw how electrical appliances, cords, wires, fuses, and much other equipment are tested before they are considered safe for use by the public.

"We know that buying things which do not have the seal of approval of the laboratory may not be safe and are hazards.

"In studying fire losses we had a chance to make graphs and use numbers to show how many thousands of lives and millions of dollars in property are lost each year. We were shocked to learn that over \$100,000 is lost each year in avoidable fires. One hundred forty-eight fires are started each day in the United States by the misuse of electrical appliances alone."

The National Board of Fire Underwriters estimates that the fire loss for 1951 was \$731

millions. How much greater this amount is to an eleven-year-old boy than is \$100 thousands is a debatable question.

"We compiled a scrapbook consisting of the destructive fires photographed and written up in the newspapers and magazines during a two week period.

"If it were not for Mrs. O'Leary's cow and barn we might not be studying fire prevention each year through the week of October 8. On this memorable day in 1871, the famous cow kicked over the kerosene lamp and started the fire which finally spread over the young city of Chicago. We are studying fire safety so that this sort of thing will never happen to us again."

Ronald knew that the story of Mrs. O'Leary's cow has never been substantiated.

"The study of fire provides many interesting projects for art class. We made posters depicting scenes of good-neighbor policies regarding rubbish, dead leaves and the use of cleaning fluids.

"Our librarian helped us find various books, pamphlets and magazines containing articles on fire safety and prevention. We used the card catalog frequently when we wanted additional information.

"We wrote a poem which we sing to the tune of The Battle of the Republic. We learned to harmonize this song in two parts."

Ronald had been guided in writing his summary only enough to make certain that the principal learnings and processes were explained.

A number of words had been added to the pupils' vocabulary and some previously present words had gained new meanings. Seventeen pupils had each chosen one of the words, had it printed on a flash card, and had arrived at a definition of the word.

When Ronald completed his talk these children, one by one, showed their flash cards and defined the word, both verbally and with a charade.

Some of the words and definitions were:

SAFETY MATCH—I can be helpful but when animals nibble at me, I can become destructive.

FUSE—I protect your home.

FIRE RESISTANT—I will not burn easily.

FIRE HAZARD—Uncontrolled, I can be wicked, and then easily tempted by a spark.

CARBON DIOXIDE—I am an odorless gas which puts fires out.

EXTINGUISHER—No fire can live when I'm around.



I Well Remember

by IDABELLE S. DeBLOIS

I WELL REMEMBER THE SPRING of 1923 when I had my first interview with Albert Whitney, then chairman of the Safety Education Committee of the National Safety Council. Mr. Whitney was looking for someone to travel and promote safety education and I, after four years in a private boarding school for girls, was looking for a job that was less confining and more adventurous.

After the interview, I was convinced I would never get the job. The only question Mr. Whitney has asked was, "Do you have creative imagination," and my reply was, "None at all."

Several days later, however, he phoned offering me the position, saying it would probably not last long for if I was any good I could work myself out of the job in a few years. I stayed with the council for ten years, leaving much work still to be done but in the more capable hands of my successors, Marian Telford and Florence Nelson.

When I went to the council a great deal of pioneer work had been done by Dr. E. George Payne, then principal of Harris Teachers' College, St. Louis, Missouri. Dr. Payne had demonstrated that safety as a subject could be integrated successfully into the ordinary elementary school curriculum and had published a book on the subject. Carl Smith, director of the local Safety Council in St. Louis, worked closely with Dr. Payne. Under the direction of Harriet Beard, the Detroit schools had also developed a syllabus for teachers on safety education.

Mr. Whitney's unique contribution was his philosophic approach to the subject and his genius for interesting the right people at the right time. He was a man of great charm and intellectual attainments and was able to translate a subject which might have been negative and humdrum into a living and positive thing.

In his thesis on "Safety for More and Better Adventure" he wrote:

"THERE are certain dangers in life that are intrinsic and normal; life cannot be made foolproof without being made insipid. Safety consists, therefore, quite as much in knowing how to face danger as in avoiding it. . . . Safety in industry has turned out to be immediately associated with efficiency, safety in life in general has turned out to be immediately correlated with alertness and intelligence."

Another of Mr. Whitney's theories was that in order to arouse persons to do something about a situation, they needed to be aroused emotionally and that drama was one of the best ways of doing this. In consequence, a very elaborate dramatic production was put on at the National Safety Congress in 1922 by Dr.

IDABELLE STEVENSON DeBLOIS was the first field secretary of the Child Education Section, now the School and College Division, of the National Safety Council. She was asked to write these reminiscences on the occasion of the Fortieth Anniversary of the Council. Mrs. DeBlois is now the director of the program department of the Girl Scouts of the United States of America.

Wood Stevens of the University of Pittsburgh. This affair was a little before my coming to the council and was, from all accounts, not too successful but it opened the way for the effective use of simple dramatic material which proved most effective with children.

Mary Noel Arrowsmith was executive secretary of the section at that time. Her background and experience was broad and in addition she possessed that "creative imagination" which Mr. Whitney deemed so essential in this work. She started the magazine, *SAFETY EDUCATION*. It was small and slender but believed in its worth. Miss Arrowsmith was not only editor but writer, publisher, circulation manager, and frequently illustrator. Many evenings and Saturday afternoons were spent addressing, stamping and carrying the current month's issue to the postoffice. During her tenure the first safety education posters with teaching outlines were produced and the famous "Simple Family" series of posters were published. The posters were done in collaboration with Clifford ("Happy") Goldsmith, originator of the Aldrich Family series on the radio. In cooperation with Stella Booth, Miss Arrowsmith developed many unusual and artistic exhibits which attracted attention at educational and other meetings.

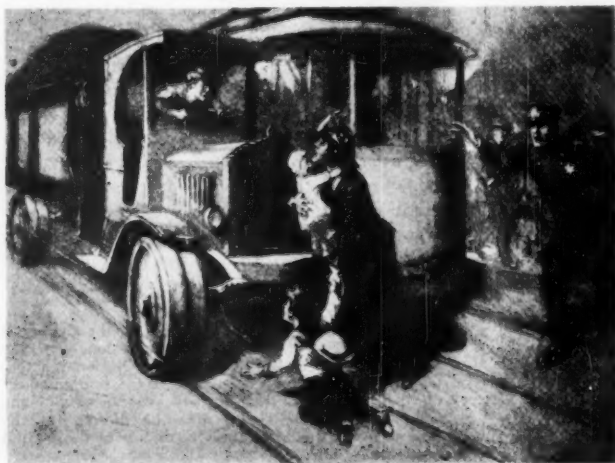
My job, as field secretary, was to barnstorm the country with safety education for children. At that time we had not thought much beyond the elementary school. My resources were the basic texts prepared by Dr. Payne and Harriet Beard, and the schoolboy patrol plan, developed largely through the efforts and interest of men associated with the public utilities.

I WAS particularly grateful for the wise guidance I received during this period from Mr. Whitney and other members of the executive committee of the council to whom he sent me for advice—most especially David Van Schaak of the Aetna Casualty and Surety Company and Lewis DeBlois of the E. I. du Pont de Nemours & Company. Sidney Williams of the National Safety Council staff not only gave me advice but arranged my first itineraries which turned out to be one-day stops with my leisure and nights spent in trains and sleepers. Through Mr. Whitney's connections the help of Dr. Charles Judd of the University of Chicago, Dr. Harold Rugg of Teachers College, Columbia University, and Dr. A. B. Meredith, Commissioner of Education in Connecticut, was enlisted.

In order to initiate our method for teaching safety, we recommended that a demonstration school be designated in a community where special attention could be given to the integration of safety into the existing school curriculum and activities. This school was then to serve as a center where teachers in that and nearby communities could visit and observe.

As I recall it, about twenty of these schools were established in different localities. Three of the more successful were in Louisville, Kentucky, Springfield, Massachusetts, and Terre Haute, Indiana. Instead of working myself out of a job I had the unhappy facility of stirring up more work and two additional traveling staff members were added—Marian Telford and Suzanne Gram Swing.

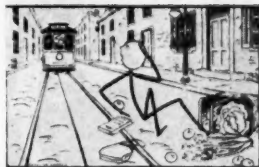
During this period two others with "creative imagination" proved particularly helpful in addition to page 12



"This is the problem the Public Safety Section of the National Safety Council seeks to solve," said the *National Safety News* of July 19, 1920. The picture was credited "Courtesy, Standard Oil Company of Indiana." In that issue there was a report of the progress of the Educational Section. Twenty-nine cities and eight towns had adopted Dr. Payne's program.

SIMPLE

family posters, issued in 1924, dealt with much the same problems that concern teachers in 1952. These are the posters mentioned by Mrs. DeBlois on the facing page.



MRS SIMPLE, WHEN SHE LEAVES
A STREET-CAR OR A TRAIN,
FORGETS THAT SHE SHOULD FACE THE FRONT
(THE POOR THING HAS NO BRAIN)
SHE FALLS—AND CLAMPS THE MOTORMAN
FOR EVERY BRUISE AND SPRAIN.

ARE YOU A SIMPLE?



SOCRATES SIMPLE IS THE LAD
WHO DRIVES THE TEAMSTERS ALMOST MAD.
HE LOVES TO STEAL A RIDE AND TRY
TO HOP A CAR AS IT GOES BY.
ONE DAY WHEN SOCRATES WAS STRUCK
WHILE SKATING, BY A PASSING TRUCK
HE SAID, I ALWAYS HAVE BAD LUCK!

ARE YOU A SIMPLE?



SIMON SIMPLE THREW A MATCH
BEHIND THE KITCHEN DOOR.
HE DID NOT SEE IF IT WAS OUT,
DUE DROPPED IT ON THE FLOOR.
TWO NIGHT WHEN BLINDING SMOKE AND FLAME
AROUSSED HIM FROM HIS BED.
"WHAT CAN HAVE CAUSED THE FIRE?"
POOR SIMON SIMPLE SAID.

ARE YOU A SIMPLE?



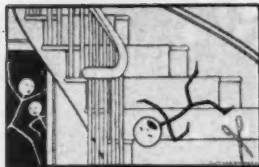
SAMMIE SIMPLE FOUND A GUN.
HE THOUGHT IT WASN'T LOADED.
BUT WHEN HE PULLED THE TRIGGER BACK
THE HORRID THING EXPLODED.
THE SIMPLES ALWAYS TAKE A CHANCE—
AND WAKE UP IN THE AMBULANCE!

ARE YOU A SIMPLE?



MA SIMPLE, ON HIS WAY
TO WORK UPON A RAINY DAY,
IN HIS EFFORTS TO KEEP DRY,
POKES HIS NEIGHBOR IN THE EYE,
WHILE THE CHAUFFEURS, IN A FRIGHT,
TRY TO DODGE HIM LEFT AND RIGHT.

ARE YOU A SIMPLE?



WILLIE B. SIMPLE IS THE PET
OF THE FAMILY, AND YET
THEY LEAVE SCISSORS IN HIS WAY.
MATCHES TOO, AND LET HIM PLAY
IN THE HALLWAY WHERE NO GATE
GUARDS THE STAIRS UNTIL TOO LATE.
IF YOUNG WILLIE B. SURVIVES,
I'LL SAY SIMPLES HAVE NINE LIVES!

ARE YOU A SIMPLE?



IRMA SIMPLE, FROM HER SCHOOL,
IS RUSHING HOME TO PLAY.
SHE CUTS ACROSS THE CORNERS
WHILE THE DRIVERS SHOUT FLEET FLEET!
SHE WON'T OBEY THE SIGNALS—
ALL THE SIMPLES ARE THAT WAY!

ARE YOU A SIMPLE?



SALLY SIMPLE LOVES A BOAT
AND THOUGH SHE CANNOT SWIM
OR FLOAT,
SHE LIKES TO "TOOL" IN A CANDLE—
THE SIMPLE FAMILY ALL DO.

ARE YOU A SIMPLE?



From Gilbert, Minnesota, dated 1923, came this picture which was identified as follows: One class of high school girls who are taught to drive the various types of cars. Mr. Fulton teaches six classes daily, three of which are changed every nine weeks.

vising us on the development of actual school materials—Mary Pottenger, Elementary School Supervisor in Springfield, Massachusetts, and Emma Schad, a principal in Baltimore, Maryland. About this time Mary Noel Arrowsmith resigned to do graduate study at the University of Budapest. I became the executive secretary and Florence Nelson was added to the staff as editor of the magazine and other publications such as plays and pamphlets. The magazine grew in size and circulation. The format took on a professional look and a handsome new title page was added.

THAT progress had been made with educators was testified by the triumphal year of 1926 when the National Society for the Study of Education titled its yearbook **THE PRESENT STATUS OF SAFETY EDUCATION**. Still not satisfied that he had fully staked safety's claim in the field of education, Mr. Whitney increased his efforts in interesting schools of higher education in the subject.

Between 1926 and 1929 graduate work was done at Columbia, Chicago, New York, and Yale universities. Five fellowships for graduate work were offered by the National Bureau of Casualty and Surety Underwriters. The studies had to do with safety education in elementary, secondary, and vocational schools, home safety, and camp safety.

Ruth Streitz, now professor of Education at

Ohio State University, recipient of the first fellowship, received her doctorate from Teachers College, Columbia University, for safety education in the elementary schools. Herbert Stack, now head of the Center for Safety Education at New York University, wrote his thesis on safety education in the secondary schools. The thesis on home safety, I believe was never published although it was extremely well written, which was all the more surprising since it was written by a young Swiss nurse who was doing graduate study at Yale.

In the next four years much more work was done with secondary schools and special attention was given to automobile safety and to safe driving for secondary school pupils. At this time Mr. Whitney also did a great deal to cultivate the Parent Teacher Association. Mrs. Reeves, PTA president, was most understanding and helpful. At a later date Marian Telford developed an extensive program with this association and with other women's groups.

In addition to the real adventure that I had in working with Mr. Whitney in the development of a new field, I gained much from his wise counsel and even more from observing his way of work. He was a unique and charming gentleman and I feel that the current status and acceptance of safety education stem largely from the contributions that were peculiarly his and which at that time only he could have made.

Murder by Motor

by CHARLES W. TAYLOR

MURDER BY MOTOR, especially when the motor is in the hands of a teen ager, has been the topic of hundreds of newspaper and magazine articles, the cause of soul-searching thought by safety education experts, the subject of heated debate in the legislatures of the various states.

The motor-vehicle-accident death rate in the fifteen to nineteen year age group has been climbing, almost uniformly from the seven per hundred thousand of population for 1919 to 1949's twenty-six and a half. During the past six years it has climbed from the war-time low of eighteen and a half to a 1948 twenty-eight. Between 1948 and 1949, the latest year for which figures are available, it dropped only one and one-half deaths per hundred thousand population.

In contrast to this ascending curve for the motor-vehicle-accident death rate for teen agers, the non-motor-vehicle-accident death rate for the same age group has shown an almost uniform drop from a rate of forty-six per hundred thousand of population in 1919 to a low of twenty and a half in 1949.

Apparently it is only this murder by motor which is preventing a drop in the all-accident death rate for teen agers.

Out in Colorado last January, three teen agers, pupils of Golden high school, were returning home from a teen age party. The driver handled his car so that one boy got out and walked. In Mount Vernon canyon the car catapulted from the highway. Two died.

The boys were only two of the forty-six Colorado teen agers who were murdered by motor last year. They were only two of the total of three hundred forty-four Coloradans so killed.

Colorado is not an exceptionally hazardous state for the motorist despite its many mountain highways. It is the winner of the 1951 Grand Award of the National Safety Council in the National Traffic Safety Contest. It was winner, too, of six other Outstanding Achievement Awards (granted by the National Safety Council and other organizations) for traffic safety activities.

But the needless death of two popular high school athletes in one single-car accident stirred the community. Safety assemblies were held in the high school auditorium, as they have been held in other high school auditoriums on similar occasions. The Jefferson County Safety

Appearance of the article, *Murder by Motor*, under the by-line of the editor of *SAFETY EDUCATION*, is not to be construed as an endorsement of the findings of the Governor's Teen-age Traffic Safety Conference by the magazine, the School and College Division of the National Safety Council, nor the National Safety Council.

Council (Golden is in Jefferson county) was asked by the teen agers for help. The county council went to the Colorado Highway Safety Council. Together, the two organizations went to the governor.

It is said that the pupils of Socrates were once debating on the question of how many teeth there are in a horse's mouth. The debate was vehement, it had descended to name calling. Finally, the master, tiring of discussion, suggested that someone go count. It was a tradition breaking suggestion.

In Colorado a suggestion, equally tradition breaking, was made. Instead of calling in all the experts to find out what to do, why not call a Governor's Teen-age Traffic Safety Conference?

With the conference as a drenching bit, the teeth could be counted in the horse's mouth. The teen-agers, themselves, could, perhaps, give some clues for solving this problem of murder by motor.

This was the first time that the high officials of a state had summoned teen agers to gather and to formulate their own program of traffic safety.

Governor Dan Thornton had no sooner announced his intention of calling teen agers into conference than local organizations such as safety councils, service clubs, daily papers and radio stations began to give it whole-hearted support.

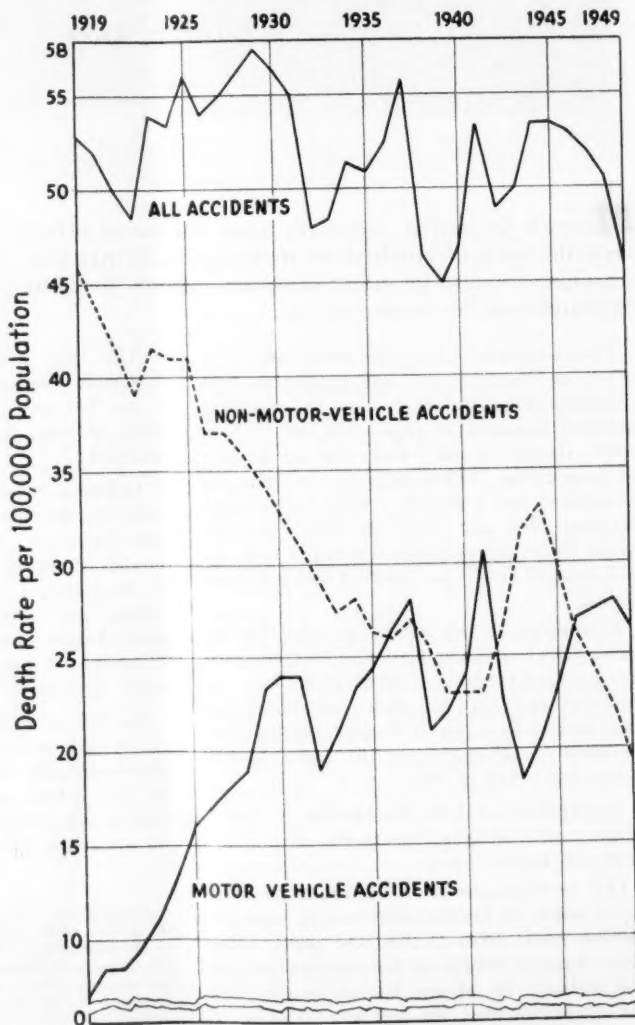
Seven state agencies were on the coordinating committee: the Department of Education, the Department of Revenue, the Department of Highways, the Colorado State Patrol, the Attorney General's office, the Secretary of State's office, the Public Utilities Commission.

The event was deliberately planned to be impressive. If teen agers were to be consulted, they were to be consulted seriously.

The date was the seventy-sixth anniversary of Colorado's statehood. The town, where the two boys had been murdered by motor, was the state's first capital. Presentation of the National Safety Council's Grand Award was made at the conference by Pyke Johnson, president of the Automotive Safety Foundation. The six Outstanding Achievement Awards were made by Paul F. Hill, field director for the National Safety Council. The group was addressed by M. R. Darlington, Jr., managing director of the Inter-Industry Highway Safety Committee.

30-Year Accident Experience

15-19 Year Age Group



Safety Education for October, 1952

I. B. Bruce, vice president of the International Association Chiefs of Police, presented an award for traffic law enforcement. Robert Young, who uses his radio program frequently to promote teen-age safety, was a speaker, as was Odis Bennetts, the boy who escaped from the accident which acted as a catalyst for the conference.

Some 1200 teen agers were sent to the conference as representatives of their schools, or attended as individuals. They came from thirty-two of the state's counties.

It was a one-day conference in which the teen agers listened to their elders in the morning. But in the afternoon, in the field house of the Colorado College of Mines, they met in session from which anyone twenty years or more old was barred.

No outside reporters were present but according to the broadcast made by KLZ of the report made by five of the teen agers, the discussion was serious, argumentative and deliberate.

Six very specific recommendations for ending or minimizing this murder by motor arose from the teen ager's discussions. Some of the recommendations will have the unqualified endorsement of specialists in safety education. Others will meet with, at best, a tepid endorsement from many adults.

Almost everyone will agree with the first part of the teen ager's own recommendation on driver education:

"Driver education courses should be made compulsory in all high schools throughout the state of Colorado. Behind-the-wheel training should be offered wherever possible. . . ."

A second part may not be acceptable:

" . . . and left to the option of the students. Driver training instructors should be carefully selected by school authorities and student government."

On general safety education the teen agers' proposal is a part of the broader proposal widely urged by specialists in safety education:

"There should be a more intensive program of pedestrian and bicycle safety offered in all schools at all levels throughout the state."

The teen ager's fourth proposal, too, will meet with the endorsement of safety education specialists.

"That every school throughout the state establish a Junior Safety Council for purposes of developing and promoting safety activities."

Safety Education for October, 1952

The Colorado Highway Safety Council is urged to provide guidance and assistance to the Junior Safety Councils throughout the state of Colorado."

The third, fifth and sixth recommendations were adopted after considerable debate in the teen age meeting.

The third recommendation urges that special traffic courts be set up for juvenile offenders. It is further suggested that, although a judge be the deciding person, a panel of pupils be made advisors to the court.

"That Junior Traffic Courts for traffic violators under the age of eighteen be substituted for the present 'cafeteria' courts, and that procedures and penalties in such courts be identical to those prevailing for adults in the present municipal courts. It is also urged that an advisory board made up of representatives from the schools be invited by the judge to 'advise and recommend' penalties for violators from this age group."

The wording may not be too clear, but the teen agers' meaning, especially concerning the advisors, was clear to them.

Tom Clayton, a pupil at Fort Collins high school and secretary of the conference, explained the reasons for the teen agers' request:

"As you probably know in smaller towns and some of the larger cities, too, a fellow gets a ticket, say for five or ten dollars, and it doesn't seem to make any impression."

"He walks up to the window, he pays the money, and not a word is said."

"But we believe that when a fellow makes a serious mistake in driving we're not going to blame him so much but we want it to make a definite impression on his mind. Not punish him any more than he should be, of course, but sit down and talk to him and reason it out and ask why he did that. This, instead of his just going and paying the fine without any comment."

Joe McCabe, who graduated from a Denver high school in June, and who with Tom and three other members of the conference, elaborated on the teen agers' findings in a panel broadcast over KLZ, added this to what Tom had said about the special juvenile court:

"I didn't see the point of differentiating between teen-age drivers and adult drivers. I felt they should both be bound by the same rules whether you are going to lecture them

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Rate of Diffusion for Driver Education

by DONALD H. ROSS

AS PART OF A LONG-RANGE study of the adaptability of school systems the Metropolitan School Study Council has been running a series of postcard polls on the presence or absence of specific school practices among its member school systems which are largely in the New York metropolitan area. In this the council has been assisted by a number of local reporters who undertake to provide regularly the requested information.

By means of these polls it is possible to chart the prevalence among these systems of particular pieces of subject matter or particular ways of doing things. It is also possible to study the rate at which educational inventions are taken up by school systems.

A poll was recently conducted on behind-the-wheel driver education. The results of the poll are quite startling in the indication that they give as to the rapidity with which this practice is spreading. Whereas it normally takes fifteen years for a desirable practice to diffuse through the first three percent of the schools nationally, behind-the-wheel driver education has been adopted in eighty-seven percent of the high schools in the Metropolitan School Study Council in this same period of time.

When one considers the fact that World War II—with shortages of instructors and gasoline—intervened, the rapidity of the adoption is even more startling.

Studies of other adaptations have shown that these particular school systems are among the most alert and adaptable schools in the nation.

But their diffusion picture differs from the national one only to the extent that the over-all time period of their curve is somewhat shorter.

The shape of the curve is the same and would never indicate complete diffusion among these select schools in less than twenty years as does the driver-education curve. What, then, is the explanation?

PROBABLY MOST IMPORTANT is the obvious need for this kind of education. It is a common-sense answer to a problem no one can doubt exists. Insurance statistics show a bulge in the accident rate for relatively young drivers. Driver registrations and the number of cars on the road are increasing rapidly. The problem is acute, as anyone knows.

Second, the enlightened activity of groups with an interest in decreasing accidents has been brought to bear on the problem. Many respondents to the poll gratuitously mentioned the role of the American Automobile Association in encouraging the local adoption and maintenance of this course. In almost every instance the car or cars being used are loaned or sold at purely nominal sums to the school district. The typical pattern is for a particular dealer to furnish the car. But in more urbanized situations the local auto dealers' association rotates the burden among its members.

DONALD H. ROSS is research associate and assistant professor at the Institute of Administrative Research, Teachers College, Columbia University. He is editor of *Administration for Adaptability*, a publication of the Metropolitan School Study Council, from which he has taken background material for this paper.

Third, state department of education have tended, by special financial aid and other means, to encourage the practice of behind-the-wheel training.

Whether this third factor or the generally higher per-pupil expenditure level of the New York state systems is the explanation, the fact is that the diffusion pattern in the New York systems in this sample is more advanced than is that of comparative systems in New Jersey. Ninety-six percent of the suburban school systems of the New York City metropolitan area that are located in New York state have behind-the-wheel driver education. Sixty-seven percent of the New Jersey communities in the New York City metropolitan area have adopted this practice.

The evidence seems to be that this educational invention is a valid one to help meet the need for safer highways. Communities report that it has improved conditions. A few school systems have kept follow-up records of those of their graduates who have and those who have not taken the course. These records have been unanimously interpreted to indicate appreciably good results.

Only one school system which had established the course does not have it now. In this instance it was dropped during World War II. It is planned to restore it during this school year.

The pioneer community in this sample was Darien, Connecticut, which established behind-the-wheel training in driver education in 1936. Sewanhaka high school, Floral Park, Long Island, followed in 1937. The most rapid increase in the practice came during the 1947-48 school year when it was adopted by almost thirty percent of the systems in the sample which have it now.

Typically the cars are made available through

the interest of local automobile dealers. The arrangement, usually, is either that (a) the car is loaned to the board of education with a contractual arrangement for the board to pay for damages and repairs to the car and to assume all liabilities which might be incurred in its use, or (b) the local dealer sells the car to the board for one dollar. A few districts have purchased their cars at the full price and

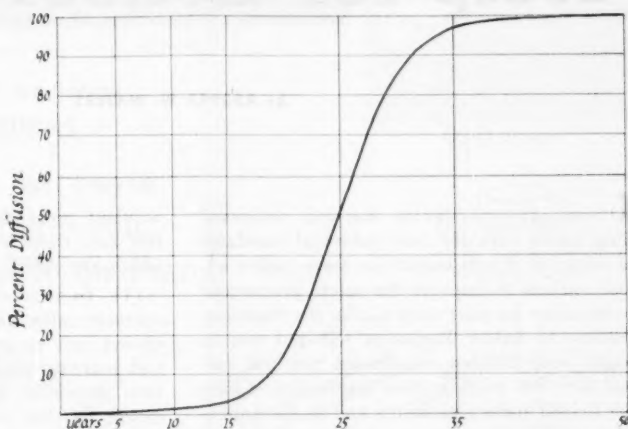


Fig. 2: Composite Diffusion Curve of Public School Adaptations in the United States.

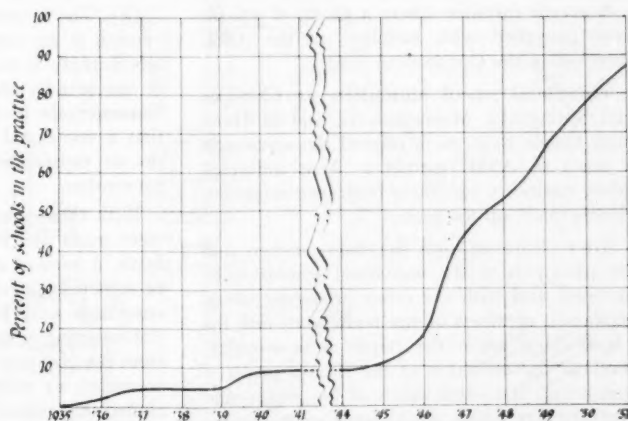


Fig. 1: Diffusion of Driver Training in a sample of Metropolitan School Study Council High Schools.

can point to some merit in doing so. In one instance the board of education contracts with a privately-owned driving school to provide equipment and personnel at a fixed fee per pupil.

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Safety Engineers Offer Help for School Shops

by GEORGE W. WATERS

IF YOU ARE NOT CERTAIN that your vocational shop meets with the best industrial standards of safety or if you would like some expert advice on how to improve the safety precautions to be taken by your shop pupils, the American Society of Safety Engineers will put you in touch with member consultants who will collect their fees solely in their satisfaction at having helped reduce accidents and in the knowledge that your graduates will come to their plants equipped with the basic safety knowledge essential to their vocation.

A recent instance where a group of schools have consulted with members of the ASSE occurred in the Connecticut Valley.

Vocational school authorities at Chicopee and Springfield, Massachusetts, and at Hartford, Connecticut, were offered the services of a team of ASSE members. Five industrial safety engineers and three insurance safety engineers made up the team.

After clearance with the shop teachers and the principals of the individual schools to be surveyed and with the other interested school personnel, members of the team went into the school shops while the pupils were working, observed the condition of the various pieces of equipment, the work habits of the pupils, and other factors which might have some bearing on the safety of the pupils and instructors.

At each school shop notes were made of the unsafe acts of the pupils or instructors and of unsafe equipment or conditions. Then, before presenting a report on their observations to the school authorities, the members of the group met to collaborate in the formulation of their report.

In approaching a problem or discussion of

accident prevention in an educational unit of this kind there are two general considerations which the ASSE personnel kept in mind.

(1) In view of budget limitations and the necessary allocation of school funds, it is not always easy to provide the best of equipment and building facilities for any specific operation. However, it seems that a basic premise should be that every possible effort be made to prevent injuries to the young people who are learning a trade to help carry them through life.

(2) The necessity of teaching accident prevention is an established fact. Knowledge of any activity is not complete until the hazards of the activity are recognized and understood. Consequently there is a justification for feeling that a vocational school has an opportunity to do an **outstanding** job in teaching accident prevention.

With these premises in mind, our comments were made and our reports were written. We made a serious attempt to make the reports be something more than a check list of unsafe conditions or practices. Where printed material covering a specific practice was available from the National Safety Council, an insurance company, or other accredited source, we included that with our report.

Where no printed material would fit a situation sketches and particularized suggestions were prepared.

The findings then were submitted to the interested school authorities.

The Connecticut Valley chapter of the
to page 32

GEORGE W. WATERS was a member of the ASSE team from the Connecticut Valley Chapter, American Society of Safety Engineers, which made this survey.

Safety Education for October, 1952

**Lower
Elementary**

Safety Lesson Unit

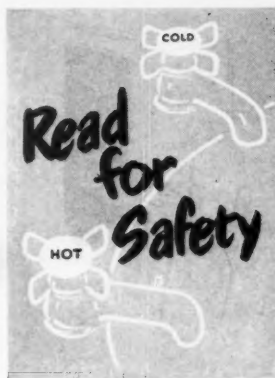
October, 1952

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

Teaching language arts, social studies, and safety

Read for Safety BURNS

Some of these
can burn you.
Put a red X on them.



Sketch S9603A



Teacher: Have children tell precautions to observe in each case.

Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in U.S.A.



One of these is right.
Put a green line under it.
One of these is not right.
Tell why.
Put a red X on it.



One of these
is not right.
Tell why.
Put a red X on it.



One of these
is not a good place
for you to be.
Tell why.
Put a red X on it.



One is the right way.
Tell why.
Put a green line under it.
One is not right.
Tell why.
Put a red X on it.



Answers: 1. Right: flashlight; wrong: candle or matches.
2. Wrong: handle turned outward, especially with small children in the house. 3. Wrong: child should not be near catches fire. Wrong: to run when clothing is afire.
4. Right: lie down and roll over and over, preferably in rug or blanket if clothing catches fire.

**Upper
Elementary**

Safety Lesson Unit

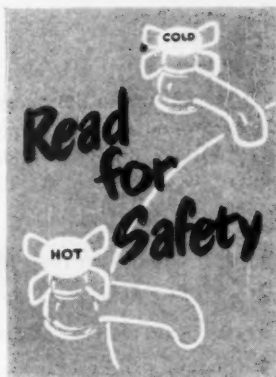
October, 1952

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

Teaching language arts, social studies and safety

Read for Safety

BURNS



Sketch S9603A

Correct Answer

Copy and

Cross out that part of each sentence which is not correct.

1. If your clothes catch fire (lie down and roll) (run for help).
2. If someone else's clothing catches fire, get him down on the floor and (try to take his clothes off) (roll him in a rug, coat or blanket).
3. To put out a fire in a pan of burning fat (pour water on it) (put a lid on the pan or smother the fire with salt, soda or ashes).
4. As you leave a building which is on fire (leave the doors open) (close the doors).
5. If you don't know the telephone number of the fire department (dial or call the operator) (try to find a policeman).
6. When reporting a fire, give the location (as fast as you can to save time) (slowly and distinctly).
7. After pulling the lever of a fire alarm box (wait at the box for the firemen to arrive) (hurry back to the fire).
8. If caught in a burning building filled with smoke (stand up and run) (crawl on your hands and knees to the nearest safe exit).
9. If you hear a fire siren (keep out of the firemen's way) (ask the firemen if you can help).
10. Pan handles should be turned (toward the back of the stove) (toward the front edge of the stove).

Some Things for Your Class to Do

1. Dramatize how to call the fire department; how to leave a burning building; how to put out fire in one's clothing.
2. Go to a nearby fire alarm box. Read the directions on it and discuss how to turn in an alarm.
3. Make posters for Fire Prevention Week. Display these in the school building or in store windows.
4. Write letters to parents telling of various fire hazards in the home.
5. Make a tour of the school building observing fire precautions and fire-fighting apparatus.
6. Have Boy Scouts demonstrate their knowledge of fire safety.

Answers: Correct Answer: 1. lie down and roll; 2. roll him in a rug, coat or blanket; 3. put a lid on the pan or smother the fire with salt, soda or ashes; 4. close the doors; 5. dial or call the operator; 6. slowly and distinctly; 7. wait for the firemen to arrive; 8. crawl on your hands and knees to the nearest safe exit; 9. keep out of the firemen's way; 10. toward the back of the stove.

Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in U.S.A.

YES? or NO?

Copy and

If the answer to the question is yes, draw a ring around the letter under YES. If the answer is no, draw a ring around the letter under NO. (For the first question you would

circle the letter P.) When you have finished, if all your answers are correct, the marked letters will make a sentence. Write the sentence on the line beneath the questions.

	YES	NO
1 Is it safe to keep matches in a metal container?	P	A
2 Is it safe to keep matches in a cardboard box?	B	R
3 Is it wise to keep the match box on the stove?	C	E
4 Should a child carry matches?	I	V
5 Should matches be struck away from you?	E	D
6 Should a lighted candle be placed on a window sill near a window curtain?	F	N
7 Should there be a flashlight in every home?	T	G
8 Should the fire in the fireplace be extinguished before the last member of the family goes to bed?	F	H
9 Is it safe to use kerosene in starting a fire?	K	I
10 Is it safe to put ashes in a cardboard carton?	S	R
11 Should clothes be hung near the stove to dry?	L	E
12 If a gas leak is discovered in a house, should the doors and windows be opened?	S	M
13 Should oily mops and rags be kept in a covered metal container?	B	O
14 Should an electric iron cord be disconnected at the socket—wall plug—when the iron is not in use?	Y	P
15 Should gasoline be used for cleaning clothes?	T	B
16 Should kerosene and gasoline be kept in a closed metal container?	E	V
17 Should the gasoline can always be painted red?	I	W
18 Is it safe to use a coin in the fuse socket when the fuse "blows"?	X	N
19 Should water be used to put out a gasoline fire?	Z	G
20 Is it safe for children to play near a lighted fireplace which has a screen in front of it?	A	C
21 Is it better to bury leaves than to burn them?	A	C
22 Is fire in a trash burner safer than a bonfire?	R	D
23 Is it necessary to put out a small campfire before you leave it?	E	L
24 Should a grass fire be started on a windy day?	M	F
25 When entering a theater, should you look around to find the nearest exit?	U	O
26 Are some fireworks safe for children?	T	L

Answers: If the questions are correct, answered, the marked letters will spell out: "Prevent fires by being careful." "Yes" is correct for numbers 1, 5, 7, 8, 12, 13, 14, 16, 17, 21, 22, 23 and 25. "No" is the correct response for the others.

Junior High Safety Lesson Unit

October, 1952

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, social studies, guidance, homeroom and safety classes



Sketch S9604A

Stand Back FIRE

How Much Does Fire Cost?

ACCORDING TO the National Board of Fire Underwriters, the estimated total cost of fires during 1951 was \$731,000,000. This is a record high. The table below shows the fire losses for the past ten years. The estimated fire losses for January of this year amounted to \$74,155,000.

1942	\$314,000,000
1943	373,000,000
1944	437,000,000
1945	484,000,000
1946	554,000,000
1947	648,000,000
1948	715,000,000
1949	652,000,000
1950	649,000,000
1951	731,000,000

Losses due to fire cannot be figured in dollars and cents alone. The lives lost, the permanently injured persons, the loss of time and other factors are even more important than the financial loss caused by fire.

Since fire losses, however, can be computed more readily in dollars, the figures are shown above to emphasize the seriousness of the fire hazard.

Money, to some extent, represents lifetimes of effort. Assuming that the average man earns \$80,000 during his lifetime, how many wasted lifetimes does the 1951 fire loss represent?

Is It True?

Copy and

Mark True or False

1. Fire losses have increased each year since 1942.
2. If fire losses continue at the January, 1952, rate, a new high will be reached by the end of 1952.

3. Since many of the buildings destroyed by fire were insured, the owners did not suffer much loss.

4. Assuming the U.S. population to be about 150,000,000 persons, the 1951 fire loss represents a loss of more than \$40 per person.

5. The 1951 fire loss represents an increase of more than \$400 million over the 1942 fire loss.

6. It is impossible to cut down the yearly fire loss.

What Can We Do to Prevent Fires?

The National Fire Protection Association lists these as the principal causes of fires:

1. Careless smoking habits and careless use of matches.
2. Misuse of electricity and defective wiring and appliances.
3. Defective or overheated furnaces and other heating equipment.
4. Improperly burned rubbish.

In order to gain more knowledge of how to prevent fires in your community, here are some suggestions for your class committees to follow:

1. No. 1 Committee visit the library and go through the newspapers for the past 30 days in order to determine how many fires occurred and how they were started.
2. No. 2 Committee visit the local fire department and see what the records indicate in regard to the origin of local fires.
3. No. 3 Committee check the school building and grounds to see what fire hazards exist.
4. Every student in class check for fire hazards in his home and report to No. 4 Committee which will tabulate the results.
5. Analyze the findings of the four committees and recommend a plan of fire prevention in your community. Present the final plan at an assembly program, a PTA meeting or to the local fire department.

Prepared under the direction of Kimball Wiles, chairman, Division of Secondary Education, and Vincent McGuire, assistant professor, College of Education, University of Florida. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Famous Last Words (Humorous Slant)

Directions:

Fill in the blanks with "famous last words" for each of the pictures below. Each student

should have a chance to share his idea with the class. Best phrase should be decided upon by vote of the class.



1. "



2. "



3. "



4. "

Answers: 1. Looks like you'll have everything cleaned up in a few seconds. 2. I don't want this frayed cord to draw any attention. 3. This will kill him. 4. This will start things

going. 5. H True? 1. P; 2. T; 3. F; 4. F; 5. T; 6. F.



Senior
High

Safety Lesson Unit

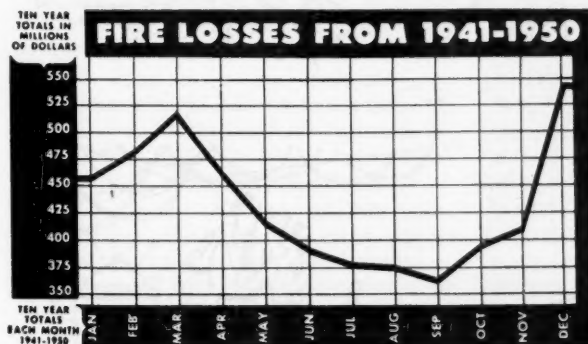
October, 1952

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 91 ILL

For use in English, mathematics, social studies, civics, homeroom and safety classes

Stand Back

FIRE



Is It True?

Copy and

Mark True or False

1. The greatest fire losses occur during the warm summer months of June, July and August.
2. The average fire loss for the month of August is \$37,500,000.
3. The total fire loss for the 10-year period, 1941-50, is more than \$4 billions.
4. Greater fire losses occur during April than during February.
5. The average monthly fire loss (on a 10-year basis) is \$500,000.
6. The difference between the highest and lowest months in the total fire losses for the 10-year period is about \$175 millions.

A Clean-up Campaign Against Fire Hazards

A CLEAN-UP of your home is an excellent defense against an enemy attack, according to the National Board of Fire Underwriters.

"A broom may seem to have no connection with an atomic bomb," says the board, "yet a thorough clean-up will reduce the chances of fire in your home during a bombing."

Prepared under the direction of Kimball Wiles, chairman, Division of Secondary Education, and Vincent McGuire, assistant professor, College of Education, University of Florida. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Safety Education for October, 1952



Sketch S9604A

"An atom bomb or any bombardment means fire, hundreds of fires that will spring up within a radius of several miles from the hit," according to Civil Defense Authorities.

The jolt of a bomb explosion would also dislocate furnaces, stoves and other heating equipment. It would break electric wiring and the sparks scattered by the blast would set combustible rubbish on fire.

Civil defense experts are appealing to homemakers to adopt a program of "fireproof house-

keeping" which should include:

1. Cleaning out combustible rubbish from closets, the attic, the cellar, the basement, the garage and any other place where it may have collected.
2. Removing gasoline, benzene or other flammable liquids from your home.
3. Putting oily rags and paint cloths in a covered metal container.
4. Having damaged or worn electric cords and electric appliances repaired or replaced by a qualified electrician.
5. Inspecting, cleaning and making necessary repairs on the furnace and heating equipment.

Do You Know That:

Copy and

Mark True or False

1. If you are several miles from a bombing, you will be safe from fire.
2. Furnaces and other heating equipment should be inspected regularly.
3. All oily rags and paint cloths should be put in a metal container.
4. A bomb blast would not break electric wiring because of its flexibility.
5. Electric sparks do not in themselves make fires.

"FIRE IS THE BEST OF SERVANTS; BUT WHAT A MASTER"

(How many students can find the source of this quotation?)

The six pictures below depict situations where the servant (fire) is about to become the master. You are asked to do the following:

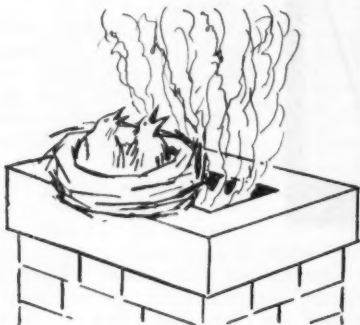
1. Think of a song title to fit the picture.
2. Point out the dangers of the situation.
3. Recommend what should be done.



1. " _____ "



2. " _____ "



3. " _____ "



4. " _____ "



5. " _____ "



6. " _____ "

Make your own "song title" posters to depict dangerous fire situations.

Answers: Quotation: Thomas Carlyle, *Past and Present*: Is it
True, 1. F; 2. T; 3. T; 4. F; 5. F; 6. T. Do You Know
That: 1. F; 2. T; 3. T; 4. F; 5. F; 6. T. Suggested song titles:
1. "I Don't Want to Set the World on Fire"; 2. Smoke
Was Burning"; 6. "Smoke Gets in Your Eyes."
Rings"; 3. "On Top of Old Smoky"; 4. "There'll Be a
Hot Time in the Old Town Tonight"; 5. "While a Cigarette
Burns"; 3. "On Top of Old Smoky"; 4. "There'll Be a

Murder by Motor

from page 15

both or let them both be in a 'cafeteria court' where they just pay a fine. The idea being equal treatment for all.

"It seems, though, that the opinion of the majority was that the adolescent mind is more susceptible to lectures—that they make a greater impression upon them. That is entirely the reason why the majority carried the resolution."

It was not to be a "lecture" that the teen-age traffic offender was to receive, Tom re-emphasized. Ends sought by the resolution were both to personalize the traffic court and to give advice to the teen ager from persons who would be acceptable to him.

"Don't make the teen ager think that court is just some place to dole out money and walk out," he said. "Make him think that there are people there that he can talk to and who will give him good advice that he will respect."

"I feel that the point was overlooked that the court was going to be made up of a traffic judge and a panel of high school students—a panel selected from students who were to be leaders in student government and leaders of the school—students who were highly respected by all their fellow students and their neighbors."

"The violators in question were to come before the board and have a little discussion with the board. They were going to try to work it out more as a counseling, instead of just going down and paying five bucks for a ticket."

"I think it would be a good idea to get the student leaders involved as much as possible. I know that some adults just don't make any impression on some adolescents. They give them a bawling out instead of a lecture and it just doesn't soak in."

"But if their best friend were to look them straight in the eye and say, 'Well now fellow, we just don't like what you are doing and we're going to try to see what we can do in getting you straightened out,' that's what I think is a good idea."

"Of course, the traffic judge would be the supreme member of the panel."

To return to the earlier allusion about counting the teeth in the horse's mouth, this finding of these teen agers about the effect of the accepted type of law enforcement on teen-age driving is a pretty good-sized molar. Doubtless, there would be many difficulties in securing a

judge who could and would work with teen agers, accepting them as his advisors. There would be difficulties in finding teen agers who would be acceptable both to the judge and to their fellow teen agers. The proposal was the teen ager's own.

Another recommendation, their fifth, would find many adults in opposition. It is concerned specifically with the "hot-rod" problem. The teen agers urged:

"That the Colorado Highway Safety Council take steps to provide satisfactory 'strips' for drag races and areas for hot-rod rodeos."

Tom, again as secretary of the convention, defended this suggestion.

"It seems," he said, "that the whole problem is that we teenagers like to drive fast, but we like to do it with safety, too."

In California, the "hot-rod" enthusiasts have "strips" where they can race their carefully constructed cars against the clock. One visitor at the convention, Willie Young, registered 230 miles per hour on the Bonneville Flats course in Utah.

In Colorado, Tom said, these young speed mechanics "don't exactly go through legal channels to do it."

"Instead, they go out on the road at midnight and race. They are endangering their lives and everyone's life."

"If they have a legal outlet for it, I'm sure it will go over big. It will grow fast and they will all enjoy it."

"They put their hard-earned money and time into it and they enjoy it."

In Colorado automobiles must be inspected twice annually, in June and December. The teen agers thought that inspection could be done more thoroughly if it were scheduled for months which, they said, found filling stations and repair shops to be less busy. In addition, they pointed out, inspections done in March and September would help assure that cars are in a safe operating condition at the beginning of the hazardous winter months.

Whatever may be an adult's opinion of the value and practicability of the teen-agers' conference, they, themselves, valued it highly enough that they urged the governor of the state, in formal resolution, to call a second conference in 1953 and to make the new conference a two-day affair. Additionally, they urged each attendant at the 1952 Governor's Teen-age Traffic Safety Conference to accept responsibility for ending murder by motor.

H. R. Danford Appointed to Safety Center Staff

The appointment of Harold R. Danford to the staff of the Center for Safety Education, New York University, has been announced by Herbert J. Stack, center director.

For a number of years Mr. Danford was director of the educational activities of the Association of Casualty and Surety companies. Later he was a supervisor in the schools in Pinellas county, Florida.

Mr. Danford resigned as executive secretary of the National Association of Insurance Agents to take the position at New York University where he will be chiefly engaged in teacher and supervisor training.

New York University has also authorized the



appointment of the following educators to the Center or Safety Education as assistants. All of the men are candidates for their doctorates.

Walter L. Hart, M.F.A., is on leave of absence from his present position as Music Head, Public Relations Adviser, and Driver Education Teacher at Clarion State Teachers College, Clarion, Pennsylvania.

Earl D. Heath, M.A., has been Industrial Arts Instructor and Assistant in Pupil Transportation in Baltimore County, Maryland.

John Kowalski, B.S., was formerly Safety Director and Driver Education Teacher, First Supervisory District, Oneida County, New York.

Henry E. Williamson, M.S., Assistant Professor of Physical Education and Director of Intramural Sports at Florida State University.

Others working on the doctor's degree include:

Howard Ninemires, Colorado State College of Education.

John V. Grimaldi, Association of Casualty and Surety Companies.

Colonel Gilbert Teal, U. S. Air Force.

Captain Willis J. Hubert, U. S. Air Force.

Earle S. Hannaford, American Telephone and Telegraph Company.

C. Stewart Mead, Foundation for Safety.

Daniel Webster, New York State Division of Safety.

Frank Bennett, Baltimore Department of Education.

John C. Larson, Center for Safety Education.

Bernard Loft, Michigan State College.

Governors Endorse Driver Ed. Courses

Driver education courses for high school pupils have been given the endorsement of the governors of each of the 48 states in a promotional pamphlet published by the American Automobile Association, 17th and Pennsylvania Avenue, Washington 6, D. C.

In the pamphlet it is said that more than a million lives have been lost and more than 35 million persons have been injured in traffic accidents.

The National Commission on Safety Education of the NEA and the Committee on Education of the President's Highway Safety Council are also quoted on the need for driver education.

Copies of the pamphlet are available.

Safety Education for October, 1952

PLASTIC SAM BROWNE BELTS FOR GREATER SAFETY



Available in either white or Federal yellow, these plastic belts glisten in the sun and are bright on dark days. Flexible—Smartly Styled—Adjustable—Easily Cleaned.

Federal Yellow Flags with desired lettering and Yellow Raincoats with Hats and Cape Caps to match complete the attire of your School Patrol.

Endorsed by Safety Councils, Auto Clubs and School Authorities Everywhere

The M. F. MURDOCK CO.
AKRON 8, OHIO

small price for *Safety...*

the cost of a well equipped School Safety Patrol Corps is a small price to pay for the safety of school children.

Well uniformed patrolmen command attention and are able to act with authority. Graubard's has the uniform equipment that will simplify the task of your patrol corps, enable it to operate more efficiently.

Caps, badges, patrol belts, armbands; and for bad weather, rubber raincoats and helmets in high vision WHITE, YELLOW, or BLACK. Send for complete catalog NOW.



Corporal Digby
Safety Sentinel



Armbands



Rainwear



Badges

Caps



GRAUBARD'S

America's Largest Safety
Patrol Outfitters

266 Mulberry St. Newark 5, N. J.

One-fifth of Pupils

from page 4

A measure of overcrowding, other than the pupil load per classroom, might be the classification of schoolrooms by the number of square feet available per pupil. Again, the study was made only for satisfactory and fair structures.

Classrooms were divided into six groups and the percent of the total number of classrooms was calculated for each group. According to the twenty-five state authorities, the findings were these:

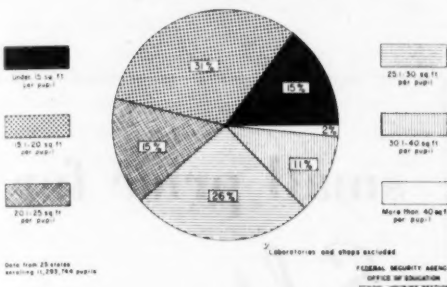
Square feet per pupil	Percent of classrooms
0-15	14.81
16-20	31.40
21-25	15.09
26-30	25.92
31-40	11.15
More than 40	1.63

No national standards exist as to the number of square feet of classroom floor space per pupil. The National Council on Schoolhouse Construction, however, recommends at least thirty square feet per pupil for primary and intermediate grades. Secondary classroom space

requirements vary with the type of instruction. Laboratories and shops were excluded from the findings above.

PERCENT OF CLASSROOMS¹ DISTRIBUTED ACCORDING TO SQUARE FEET PER PUPIL

(Derived from data submitted by the States)



EIGHTY-SEVEN PERCENT OF THE classrooms in the twenty-five states fail to provide the recommended minimum of thirty square feet of floor space per pupil. In almost half of the classrooms the volume of space fails to meet the legal minimum requirements established for, say, office workers in the city of Chicago. That is, there is less than 200 cubic feet of space per pupil, allowing for a ten foot ceiling.

These are the conditions in the "satisfactory" school buildings. The twenty-five participating states also reported the number of pupils attending school in

- Rented quarters or other facilities outside of school buildings. There were 264,870.
- School owned barracks buildings or similar structures not designed for school use. These were 137,274.
- Makeshift quarters in buildings designed for permanent school use. There were 257,248.

Among the makeshift quarters enumerated were hallways, cloakrooms, storage rooms and corners of auditoriums which have been pressed into use as classrooms.

The First Progress Report of the School Facilities Survey covers only the inventory of twenty-five states. Additional reports are planned to cover the inventory for all of the participating states.

A second part of the survey will be a summarization of the current needs for additional facilities and an inventory of the state and local resources available for meeting these needs.

The First Progress Report may be purchased from the superintendent of documents at the government printing office, Washington.

for SAFETY PATROL EQUIPMENT

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.

We can furnish the Sam Browne Belts in the following grade—adjustable in size.

The "Bull Dog" Brand Best Grade For Long Wear White Webbing 2" wide at \$15.00 Per Doz. \$1.50 each small lots.



3 3/4" ARM BANDS

Celluloid front—metal back. Web strap and buckle attachment.
No. 33 Blue on white JUNIOR SAFETY PATROL.
No. 44 Green on white.

SAFETY COUNCIL PATROL UNIVERSAL SAFETY WITH TITLE PATROLMAN OR CAPTAIN
Per Dozen\$5.00 Lots of 5028c each
Lots of 2530c each Lots of 10025c each

SIGNAL FLAGS—12x18 inches

Red cotton bunting, white lettering, "SAFETY PATROL."
Per dozen\$6.00 Less than dozen\$1.00 each

Write for our Safety Patrol Circular
OUR RECORD 52 YEARS

AMERICAN BADGE COMPANY
129 West Hubbard, corner La Salle, Chicago 10, Ill.

You Can Do Plenty About Child Safety

You can do plenty about child safety. That is not only a fact but it is also the title of a new pamphlet especially prepared to answer the question "What can I do about child safety".

Literally thousands of persons—parents, police, club members, teachers, and just interested citizens—ask that question each year of the National Safety Council, its local chapters and its cooperating agencies.

Although the question asked is frequently pretty general, the response printed in the pamphlet is quite specific. Since most children spend more of their supervised time in school than anywhere else, the pamphlet urges the questioner to encourage the school to adopt a strong safety program.

Three specifics are suggested for that strong program:

The appointment of a school safety supervisor, someone at the school who will be directly responsible for the school safety program.

If the inquiry comes from a group, offer to buy safety instructional materials which the school wants but has no funds to pay for.

Urge your school to participate in the National School Safety Honor Roll.

Help the school program, the pamphlet suggests, make your home safe, and work together.

Similar folders are available covering safety work in traffic, in the home, on the farm and in community organizations.

Rate of Diffusion

from page 17

For those who are interested in improvement of driver education, there would seem to be greater need to put effort behind improving and broadening the service rather than simply to getting it adopted. True, there are mopping-up operations in securing total diffusion, but, with the present maturity of diffusion of the practice, this should not be too difficult. Already there are signs of the practice breaking out of its early concepts—one school has special summer courses for adults and high school

Safety Education for October, 1952



from Aetna Educational Films

Available without charge. In thousands of schools and other organizations, Aetna educational motion pictures have proved a valuable means for teaching safety. Directed and produced by experts, they bring safety lessons to life, deliver their messages in a way that children enjoy, understand and remember. Average running time: 15 minutes.

BICYCLE SAFETY



Young people will long remember the dramatic story told in "Safe on Two Wheels". Skillfully written to maintain interest and to impress forcefully its many safety lessons.

HIGHWAY SAFETY



With more and more teenagers driving, every youngster should see Aetna's "Fatal Seconds" and "Live and Let Live". These fast-moving films carry powerful, hard-to-forget, safe-driving messages.

SPORTS SAFETY



Packed with down-to-earth safety instruction, these full-color outdoor films appeal to students of all ages. Series includes swimming, boating, hunting, fishing and skiing.

SEND FOR FREE CATALOG

Public Education Department SE-1
Aetna Life Affiliated Companies
Hartford 15, Connecticut

Please send free, illustrated catalog and booking information on Aetna 16 mm. sound motion pictures available for group showings without charge. Continental U. S. only.

Name.....

Organization.....

Street.....

City..... State.....



THE MOST FAR REACHING NAME
IN LOSS PREVENTION

AETNA CASUALTY & SURETY COMPANY
Affiliated with: Aetna Life Insurance Company

TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **School Patrol Equipment:** Circular featuring adjustable Sam Browne belts, and metal-backed, celluloid arm bands. Black rubber raincoat and helmet sets, badges, safety and school buttons also described. American Badge Co.
2. **"Mercurochrome Its Use in First Aid":** Booklet includes sections entitled: the cleaning of dirty wounds, applying Mercurochrome, when to use Mercurochrome, first aid kits, and stains. Also explanatory sections on infection, microbes and the need for antiseptics. Written for use in teaching first aid. Hynson Westcott & Dunning, Inc.
3. **Educational Films:** New catalog on a complete integrated program for sound films, strip films and supplementary printed material to help teach basic curriculum subjects from kindergarten through high school. Films include basic curriculum, supplementary, orientation and documentary films. Encyclopedia Britannica Films, Inc.
4. **Projectors:** Literature describes a 300-watt, blower cooled dual purpose projector. The many features of this projector are uni-way threading, blower cooling system, fingertip framing, no parts to attach or remove, automatic film rewind take-up. Society for Visual Education, Inc.
5. **Gymnasium Equipment:** Catalog describes and illustrates telescopic gym seats, lockers and wire basket shelving, locker robes, basketball backstops, physical fitness apparatus, and physical therapy equipment. Fred Medart Products Co.
6. **Ford School Buses Chassis:** Literature describes safety school bus chassis built to meet safety requirements of the National Education Association. Specifications on 24 to 48 passenger buses included. Ford Motor Co.
7. **"Safe Exit":** Information on an available film written for children and adults to promote interest in the necessity of adequate exit facilities and to train the audience in exit procedures during emergencies. Vonnegut Hardware Co.

SAFETY EDUCATION

OCTOBER, 1952

425 North Michigan Avenue, Chicago 11, Ill.

Please have sent to me the publications checked.

1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name.....

Title.....

School.....

Address.....

City.....

pupils, two have Saturday courses for adults during the regular academic year.

Worthy extensions of the practice deserve encouragement by an interested public.

Driver education is not inexpensive education. Per-pupil costs for instructional services are obviously high. But the fact that it is producing results, that it has so well met a felt need, that its diffusion rate is phenomenal has caused the general public—as well as the specifically interested public—to support it. It seems to be an area where the power of education to do something about a situation is widely understood and therefore well supported.

Help for Shops

from page 18

ASSE received several letters from the school people thanking us for the inspection and asking that such services be continued and expanded. Many of the recommendations of the committee have been adopted.

The team felt that there were a number of general recommendations which could be applied generally to classes in vocational education. Among them are the suggestions that:

The supervisor of the industrial arts department integrate the subject of safety into the monthly staff meetings of all industrial arts teachers;

Eye protection should be provided for every pupil in the metal working shop and at all grinding operations. Considerable thought should be devoted to extending eye protection to other areas;

Routine, periodic inspection should be made by the instructor of all hand tools, particularly in the woodworking, machine, and auto shops. Student participation in a search for splintered tool handles, mushroom headed chisels, etc., would provide an opportunity for effective safety instruction;

Insistence by the instructors that all accidents be reported promptly. Instructors should be familiar with the available first aid facilities and trained in their use in case of emergency. Names and telephone numbers of doctors and nurses should be posted prominently in each classroom;

More effective use could be made of safety posters and other safety literature in many departments. It was suggested that students be assigned to changing the posters and to distributing safety information.

program

Fortieth National Safety Congress & Exposition

School and College Sessions

Annual Council Meeting

Monday Morning

**October 20, Conrad Hilton Hotel
Second Floor, Grand Ballroom
10:00 o'clock**

Organ Selections at 9:30

Presiding: NED H. DEARBORN, President, National Safety Council.

1. The National Anthem.
2. Invocation.
3. (a) Roll Call.
(b) Reading and Disposal of Unapproved Minutes.
4. Report of the Nominating Committee.
F. W. KEMPTON, *Chairman*.
5. Elections.
6. Address.
(Speaker to be announced.)
7. Address.
JESSE W. RANDALL, President, The Travelers Insurance Company, Hartford, Conn.
8. Address.
NED H. DEARBORN.

Monday Afternoon

**October 20, Morrison Hotel
Second Floor, Walnut Room
1:30 o'clock**

Session No. 1

New Participants

Getting the Most Out of the Congress.

WAYNE P. HUGHES and Staff.

Dr. Hughes, Dir., School and College Division, presents the Division's program. All School and College delegates are welcome. If this is your first Congress, you are urged to attend.

Monday Afternoon

**October 20, Morrison Hotel
Mezzanine, Cotillion Room
1:30 o'clock**

Session No. 2

Business Meeting Safety Education Supervisors Section, N.S.C.

Presiding: C. W. HIPPLER, Dir. of Child Welfare & Safety Education, Pasadena City Schools, Pasadena, Calif.; General Chairman, Safety Education Supervisors Section, N.S.C.

Report of Standards Committee.

LONNIE GILLILAND, Dir. of Safety Education, Oklahoma City Public Schools, Oklahoma City, Okla.; *Chairman*.

Report of Charter for Children and Youth Committee.
(Speaker to be announced.)

Report of Congress Program Committee.

R. L. BARRICK, Principal, Holmes School, Pittsburgh, Pa.; *Chairman*.

Report of History and Development of School Safety Education Committee.

MARY MAY WYMAN, Supvr., Safety & Special Education, Louisville Public Schools, Louisville, Ky.; *Chairman.*

Report of Instructional Material Service Evaluating Committee.

NORMAN E. BORGERSON, Assistant Supt., State Department of Public Instruction, Lansing, Michigan; *Chairman.*

Report of Membership Committee.

ZENAS R. CLARK, Administrative Asst., Public Schools, Wilmington, Del.; *Chairman.*

Report of Nominating Committee.

NORMAN E. CLARK, Chairman, School Safety Committee & Asst. Principal, J. W. Sexton High School, Lansing, Mich.; *Chairman.*

Report of Study Committee B.

EDWARD R. ABRAMOSKI, Health & Safety Dir., Erie School District, Erie, Pa.; *Chairman.*

Report of Study Committee A.

CECIL G. ZAUN, Supvr. of Safety, Los Angeles City Board of Education, Los Angeles, Calif.; *Chairman.*

Monday Afternoon

October 20, Morrison Hotel
Mezzanine, Cotillion Room

Session No. 3
General Session

Conducted by the Safety Education Supervisors Section, N.S.C.

Presiding: C. W. HIPPLER, Dir. of Child Welfare & Safety Education, Pasadena City Schools, Pasadena, Calif.; General Chairman, Safety Education Supervisors Section, N.S.C.

2:30 **The Place of Safety Education in the Modern Curriculum.**
GILBERT S. WILLEY, Supt., Winnetka Public Schools, Winnetka, Ill.

3:00 **Can Safety Achieve Its Place?**
RAY O. DUNCAN, Dean, School of Physical Education and Athletics, West Virginia University, Morgantown, West Virginia.

3:30 **Discussion.**

3:50 **Honoring the Retiring General Chairman.**
GORDON C. GRAHAM, Supvr., Safety Education Dept., Detroit Public Schools, Detroit.

Monday Afternoon

October 20, Morrison Hotel
Mezzanine, Embassy Room
4:00 o'clock

Social Hour

Monday Evening

October 20, Palmer House
Fourth Floor, Grand Ballroom

Second Joint Meeting—American Academy of Pediatrics and the National Safety Council

With the assistance of the Health Information Foundation and in cooperation with the National Congress of Parents and Teachers.

Presiding: GEORGE M. WHEATLEY, M.D., Third Vice-Pres., Health & Welfare, Metropolitan Life Insurance Co., New York City; Chairman, Committee on Accident Prevention, American Academy of Pediatrics.

8:00 **Opening Remarks.**

Progress Report of a Study of Accident "Prone-ness" Among Children.

WILLIAM LANGFORD, M.D., Babies Hospital, Presbyterian Medical Center, New York City.
*Discussion by—*HELEN ROSS, Institute for Psychoanalysis, Chicago and Reynold Jensen, M.D., University of Minnesota, Minneapolis, Minn.

8:45 **Studies of Sudden Death in Infants.**

SIDNEY FARBER, M.D., Children's Medical Center, Boston.

9:15 **General Discussion.**

9:30 **Community Action for Child Safety.**

A radio dramatization sponsored by the Health Information Foundation to show the challenge of child accidents as an important public health problem and examples of cooperation between physicians and safety groups to reduce accidental death and injury in children. The audience will have an opportunity to witness the production and recording of the first of a series of half-hour programs for nation-wide broadcast over NBC by the Health Information Foundation.

10:00 **Discussion.**

Personality and Safety

(Early Morning Sessions)

By ARTHUR SECORD
Supervisor, Adult Education
Brooklyn College
Brooklyn, New York

October 21—Conrad Hilton Hotel
Second Floor, Grand Ballroom
8:30 to 9:15

Tuesday Morning

PERSONALITY AND SAFETY

The basic qualities of leadership that are required of a management man who wishes to do a good safety job. How these qualities can be developed. How they can be applied. How you can "Let the other fellow have your way."

Tuesday Morning

October 21, Morrison Hotel
Second Floor, Walnut Room
8:30 to 11:30

Session No. 4

Elementary Films

Tuesday Morning

October 21, Morrison Hotel
Mezzanine, Cotillion Room

Session No. 5

Group Meeting on Secondary Education

Presiding: C. BENTON MANLEY, Dir. of Secondary Education, Public Schools, Springfield, Mo.; Chairman, Secondary School Committee, N.S.C.

Safety Education for October, 1952

- 9:45 A Technic for Identifying General Safety Education Needs in the Secondary School Program. MAYNARD O'BRIEN, Coach, Eastern Illinois State Teachers College, Charleston, Ill.
- 10:15 Applying the Technic: An Announcement of Group Work Conferences to Identify Detailed Safety Education Needs in Selected Secondary Areas. C. BENTON MANLEY.
- 10:30 First Sessions of Group Work Conferences.

Group A

Mezzanine, Cotillion Room

Identifying General Safety Education Needs in a Secondary School—Community Relations.

Leader—M. E. MUSHLITZ, Consultant in Secondary Education, State Department of Education, Sacramento, Calif.

Recorder—VIRGINIA LEE WATTS, Health, Physical Education & Safety, University City Public Schools, University City, Mo.

Group B

Second Floor, Parlor F

Identifying Safety Education Needs in Health and Physical Education and Recreation.

Leader—A. E. FLORIO, Associate Prof. of Physical Education, and Counselor on Teacher Education, University of Illinois, Urbana, Ill.

Recorder—RALPH STINSON, Secondary State Supvr., State Department of Education, Topeka, Kan.

Group C

Second Floor, Parlor G

Identifying Safety Education Needs in General Science.

Leader—EMERSON RUSSELL, Safety Coordinator and Head, Science Dept., Public Schools, Syracuse, N. Y.

Recorder—IRMA GENE N. HOLLOWAY, Educational Consultant, Greater Cincinnati Safety Council, Cincinnati, Ohio.

Tuesday Afternoon

October 21, Morrison Hotel

- 2:00 Continuation of Group Work Conferences.

Group A—School—Community Relations.

Mezzanine, Cotillion Room

Group B—Health and Physical Education and Recreation.

Second Floor, Parlor F

Group C—General Science.

Second Floor Parlor G

- 3:30 Combined Meeting of Group Work Conferences.

Mezzanine Floor, Cotillion Room

Session No. 6

- 3:35 Report of Group Recorders.
- 4:00 Discussion of 1953 General Safety Education in the Secondary School Congress Programs, with emphasis on the desirability of continuing the identification of safety education in additional areas.

Safety Education for October, 1952

Participants



Homer Allen



Earl Allgaier



Richard L. Barrick



Norman E. Borgerson



Eliza E. Callas



Lewis E. Clark



Don Devereux



Eva M. Dratz



Lorin J. Elder

Tuesday Afternoon

October 21, Morrison Hotel
First Floor, Parlors B and C

Session No. 7

Group Meeting on Safety in Vocational Education Sponsored by the Joint Safety Committee of the American Vocational Association—National Safety Council

Presiding: HARRY C. SCHMID, Dir., Vocational Education, State Department of Education, St. Paul, Minn.; Pres., American Vocational Association.

- 2:00 **The Safe Use of Insecticides in the Home.**
L. S. HENDERSON, Asst. Leader, Stored Product Insect Investigations, Bureau of Entomology & Plant Quarantine, U. S. Department of Agriculture, Washington, D. C.
- 2:30 **Legal Liability of Teachers With Special Reference to the Students Under Their Direct Supervision.**
E. W. TISCHENDORF, Head of Industrial Arts, Kent State University, Kent, Ohio.
- 3:00 **Personnel Factors in Industrial Safety.**
ORLO L. CRISSEY, Chairman, Personnel Evaluation Services, General Motors Institute, Flint, Mich.
- 3:30 Discussion.

Tuesday Evening

October 21, Morrison Hotel
Mezzanine, Hollywood Room

Session No. 8

Group Meeting of Safety Education Supervisors Section, N.S.C.

Presiding: ELIZA E. CALLAS, Representative of Safety Education, Montgomery County Public Schools, Kensington, Md.

- 7:45 **Demonstration By a Curriculum Committee Planning a Safety Unit.**

Moderator—GORDON C. GRAHAM, Supvr., Safety Education Dept., Detroit Public Schools, Detroit.

Participants:

DORIS LACKEY, Principal, Franklin School, Gary, Ind.

C. BENTON MANLEY, Dir., Secondary Education, Public Schools, Springfield, Mo.

RAY N. MCFARLIN, Safety Education Supvr., Cleveland Public Schools, Cleveland, Ohio.

- 8:15 **Audience Evaluation of Planning Procedures.**
Moderator—DALIBOR W. KRALOVIC, Assistant Dir. in Charge of Safety, Div. of Physical and Health Education, Board of Public Education, Philadelphia 3, Pa.

Participants



A. E. Florio



E. W. Fricke



Lonnie Gilliland



William L. Groth



George W. Harper



John Warren Hill



Claude W. Hippler



Irmagene N. Holloway

Personality and Safety

By ARTHUR SECORD

Wednesday Morning

October 22, Conrad Hilton Hotel
8:30 to 9:15



Harold K. Jack

Safety Education for October, 1952

Participants



Charles J. Kraft, Jr.



A. R. Lauer



Victor E. Leonard



Bernard I. Loft



James Mann



Forrest R. Noffsinger



Maurice G. Osborne



Harry C. Schmid



Elsa Schneider

Safety Education for October, 1952

CAUSES OF INEFFECTIVENESS AND EFFECTIVENESS IN SPEAKING

Why do some speakers bore us; put us to sleep; make us wish we had stayed home? Why do other speakers inspire us; entertain us; make us wish we had brought some of our friends?

Like safety, neither of these effects is an accident. These effects are caused. The fundamental differences between these two types of speakers will be discussed. Suggestions will be given that should make you sure that when you speak you will always be placed in the latter group.

Wednesday Morning

October 22, Morrison Hotel
Second Floor, Walnut Room
8:30 to 11:30

Session No. 9

General Secondary Films

Wednesday Morning

October 22, Morrison Hotel
Mezzanine, Cotillion Room

Session No. 10

Group Meeting on High School Driver Education Conducted by the Driver Education Section, N.S.C.

Presiding: A. E. FLORIO, Associate Prof. of Physical Education, and Counselor on Teacher Education, University of Illinois, Urbana, Ill.; Retiring General Chairman, Driver Education Section, N.S.C.

9:45 **Driver Education Section Business Meeting.** Discussion on Problems of Driver Education. *Discussion Leader*—E. FORREST GAINES, Supvr., Safety Education, State Department of Education, Baton Rouge, La.; Incoming General Chairman, Driver Education Section, N.S.C.

10:00 **Research in Driver Education. (A Symposium)**
(a) By the National Commission on Safety Education.

NORMAN KEY, Secy., National Commission on Safety Education, National Education Assn., Washington, D. C.

(b) By the American Automobile Association. AMOS E. NEYHART, Administrative Head, Institute of Public Safety, Pennsylvania State College, State College, Pa.

(c) By Schools of Higher Education.

1. Iowa State College.

A. R. LAUER, Prof. of Psychology, and Dir., Driving Laboratory, Industrial Science Research Institute, Iowa State College, Ames, Iowa.

2. New York University.

HERBERT J. STACK, Dir., Center for Safety Education, New York University, New York City.

10:45 **Audience Discussion on Research in Driver Education.**

Discussion Leader—F. R. NOFFSINGER, Training Div., Traffic Institute, Northwestern University, Evanston, Ill.

Participants



Herbert J. Stack



Ralph Stinson



Earl C. Welshimer



Gilbert S. Willey



Paul E. Wilson



R. L. Wimbish



Mary May Wyman



Wilbur A. Yauch



Wednesday Afternoon

October 22, Morrison Hotel
Mezzanine, Cotillion Room

Session No. 11

Group Meeting on High School Driver Education Conducted by the Driver Education Section, N.S.C.

Presiding: E. FORREST GAINES, Supvr., Safety Education, State Department of Education, Baton Rouge, La.; General Chairman, Driver Education Section, N.S.C.

2:00 Honoring the Retiring General Chairman.

NORMAN E. BORGERSON, Assistant Supt., State Department of Public Instruction, Lansing, Mich.

2:05 New Developments in Driver Education. (A Symposium)

(a) In Local Driver Education Organizations.
E. W. FRICKE, Pres., Iowa Driver Education Assn., Sioux City Public Schools, Sioux City, Iowa.

(b) In Teacher Preparation.
BERNARD I. LOFT, Assistant Prof. of Continuing Education, Michigan State College, East Lansing, Mich.

(c) In Adult Driver Education by High Schools.
R. K. MATTERN, Reading Senior High School, Reading, Pa.

2:45 Audience Discussion on New Developments in Driver Education.

Discussion Leader—GORDON C. GRAHAM, Supvr., Safety Education Dept., Detroit Public Schools, Detroit.

Wednesday Morning and Afternoon

October 22, Morrison Hotel

Session No. 12

Group Meeting on Extending Safety Education for the Elementary School Child, Sponsored by the Elementary School Section, N.S.C.

Morning Session

First Floor, Parlors B, C and D

Presiding: JAMES W. MANN, Principal, Hubbard Woods School, Winnetka, Ill.; General Chairman, Elementary School Section, N.S.C.

9:45 Are We Building for Attitudes in Safety for the Elementary School?

K. A. WAHTERA, Acting Head, Industrial Arts Dept. & Driver Education, Northern Michigan College of Education, Marquette, Mich.

10:35 Group Meetings.

Each individual to go according to his interests.

Group A

First Floor, Parlor B

Are We Meeting the Challenge of Safety Education?

Chairman—MRS. L. D. WRIGHT, Parent Teachers Assn., Green Bay, Wis.

Resource Persons:

MARGUERITE KEY, Asst. Prof. of Health, University of Maryland, College Park, Md.

MRS. H. G. STINNETT, Pres., Texas Congress of Parents and Teachers, Plainview, Texas.

Recorder—BERTHA TRUNNELL, Principal, Auburndale Graded School, Jefferson County Public Schools, Louisville, Ky.

Safety Education for October, 1952

Group B

First Floor, Parlor C

Are We Creating Interest Through Functional Activities?

Chairman—ELSA SCHNEIDER, Specialist, Health Instruction & Physical Education, U. S. Office of Education, Washington, D. C.

Resource Persons:

MAY F. HAZARD, Hamtramck Public Schools, Copernicus Junior High School, Hamtramck, Mich.

DOROTHY McLAUGHLIN, Harding Elementary School, Hammond, Ind.

W. A. YAUCH, Head, Dept. of Education, Northern Illinois State Teachers College, De Kalb, Ill.

Recorder—LILLIAN GILLILAND, Teacher, Britton Elementary School, Britton, Okla.

Group C

First Floor, Parlor D

How Can We Evaluate the Safety Program in Terms of Pupil Interest and Results?

Chairman—R. L. BARRICK, Principal, Holmes Schools, Pittsburgh, Pa.

Resource Persons:

MARY MAY WYMAN, Supvr., Safety & Special Education, Louisville Public Schools, Louisville, Ky.

HAROLD K. JACK, Supvr., Health & Physical Education, State Board of Education, Richmond, Va.
Recorder—PAUL E. WILSON, Dir., Middletown Safety Council, Middletown, Ohio.

Group D

Second Floor, Parlor F

Special Clinic on School Safety Organizations.

Chairman—THELMA REED, Principal, William Volker School, Kansas City, Mo.

Resource Persons:

EVA M. DRATZ, Tuttle Demonstration School, University of Minnesota, Minneapolis, Minn.

MARY K. BARBER, Traffic Safety Analyst, Association of Casualty & Surety Cos., New York City.

Recorder—VICTOR E. LEONARD, Principal, North Mianus School, Greenwich, Conn.

Afternoon Session

Session No. 13

First Floor, Parlors B, C and D

Presiding: JAMES W. MANN.

2:00 Business Meeting.

2:30 Panel Discussion.

Chairman—K. A. WAHTERA.

Participants:

R. L. BARRICK.

LILLIAN GILLILAND.

DOROTHY McLAUGHLIN.

THELMA REED.

BERTHA TRUNNELL.

3:00 Honoring the Retiring Chairman.

HERBERT J. STACK, Dir., Center for Safety Education, New York University, New York City.

Safety Education for October, 1952

Banquet

Wednesday Evening

October 22, Conrad Hilton Hotel

Second Floor, Grand Ballroom

6:30 o'clock (Informal)

Address.

HON. LUTHER W. YOUNGDAHL, Judge, United States District Court for the District of Columbia, Washington, D. C.

MORTON DOWNEY and his musical trio.

Make Your Reservations Early

All main floor tables of ten (10) each.

Balcony tables of eight (8) each.

Assignments will be made in the order in which the reservations are received.

Personality and Safety

By ARTHUR SECORD

October 23, Conrad Hilton Hotel

8:30 to 9:15

Thursday Morning

HOW TO TELL YOUR MEN WHAT YOU KNOW

When something goes wrong in a foundry, or an office, or a school building, or a saw mill it is usually not because of ignorance at the level of supervision. It is frequently because there has been a difference between what someone said and what someone heard. How can we be sure that our ideas will be transferred accurately to the people who look to us for leadership and inspiration? Four rules that are easy to apply (and that work) will be discussed.

Thursday Morning

October 23, Morrison Hotel

Second Floor, Walnut Room

8:30 to 11:30

Session No. 14

Driver Education Films

Thursday Morning

October 23, Morrison Hotel

Mezzanine, Cotillion Room

Session No. 15

Group Meeting on Safety Education in Colleges and Universities, Conducted by the Higher Education Committee, N.S.C.

Presiding: H. W. JAMES, President-Emeritus, New Mexico Western College, Silver City, N. M.; General Chairman, Higher Education Committee, N.S.C.

9:45 Current Trends in Safety Education in Colleges and Universities.

HOMER ALLEN, Associate Prof. of Physical Education for Men, Purdue University, Lafayette, Ind.; Secy., Higher Education Committee, N.S.C.

- 10:15 **The Control of Ionizing Radiation in the University of California.**

DERWYN M. SEVERY, Assistant Eng., Radiation Safety Div., University of California, Los Angeles, Calif.

- 11:00 **Report of Campus Safety Sub-Committee. Report of Chairman.**

JOHN W. HILL, Dir., Workmen's Compensation Insurance, Texas A & M College System, College Station, Texas.

Discussion—Committee Members:

A. F. BRANDSTATTER, Head, Police Administration, Michigan State College, East Lansing, Mich.

RAY F. ARCHER, Dir. of Insurance & Retirement, University of Minnesota, Minneapolis, Minn.

CLAYTON W. DE MENT, Safety Eng., Dept. of Safety & Security, Purdue University, Lafayette, Ind.

LORIN J. ELDER, Supvr., Safety Div., Pennsylvania State College, State College, Pa.

GEORGE W. HARPER, Associate Prof. of Mechanical Engineering, University of Illinois, Urbana, Ill.

W. L. JENKINS, Industrial Education Dept., Texas Technological College, Lubbock, Texas.

OTTO TEEGEN, State University Architect, State University of New York, Albany, N. Y.

ROBLEY WINFREY, Prof. of Civil Engineering, Iowa State College, Ames, Iowa.

Thursday Morning

October 23, Morrison Hotel
Mexzaine, Embassy Room

Session No. 16

School Transportation

Presiding: MAURICE G. OSBORNE, Chief, Bureau of Field Financial Services, The University of the State of New York, Albany, N. Y.; Chairman, School Transportation Committee, N.S.C.

- 9:45 **Current Safety Problems in School Transportation. (Panel Discussion)**

Resource Panel Participants:

W. L. GROTH, Safety Eng., Virginia State Police, Richmond, Va.

J. C. MUTCH, Assistant Supt., Charge of Transportation, State Department of Public Instruction, Springfield, Ill.

J. ELMER NELSON, Administrative Asst., Dept. of Business Services, Denver Public Schools, Denver, Colo.

R. L. WIMBISH, Supvr. of Pupil Transportation, State Department of Public Instruction, Richmond, Va.

Thursday Afternoon

October 23, Morrison Hotel
Mexzaine, Cotillion Room

Session No. 17

General Session

Presiding: NORMAN E. BORGERSON, Assistant Supt., State Department of Public Instruction, Lansing, Mich.

- 2:00 **Radio's Contribution to Safety Education, 1952.**
LILLIAN LEE, Script Editor, Radio Station WABE, Board of Education, Atlanta, Ga.

- 2:30 **The Roving Reporter.**
ELSA SCHNEIDER, Specialist, Health Instruction & Physical Education, U. S. Office of Education, Washington, D. C.

- 3:00 **Youth Looks at Us.**
DON DEVEREUX, Student, Northwestern University, Evanston, Ill.

- 3:30 **Audience Discussion.**

Congress Party

Thursday Evening

October 23, Conrad Hilton Hotel
Second Floor, Grand Ballroom

8:00 to 12:00 'clock

Dancing

Entertainment

Personality and Safety

(Early Morning Sessions)

By ARTHUR SECORD

October 24, Conrad Hilton Hotel
8:30 to 9:15

Friday Morning

PAINTING HAYSTACKS

Are you thinking clearly and independently in your safety program, or is your thinking clouded by slogans and labels that have no true significance today?

In your own life, are you seeking adventure as well as success, or are you after "security" at any price?

This will be a statement of what current thinking is doing to our country today and what the men of industry can do about it. It may well be the most challenging "safety" program facing supervisory personnel today.

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9 a.m. to 4 p.m. Thursday

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First Lieutenant Carl H. Dodd Medal of Honor



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